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ABSTRACT

Noting the recent massive effort on the part of the State University System in Florida to improve instruction in English and the Classics, this document reviews that system's Letters Program. Following a brief introduction, the first section offers information on how the report was compiled, and summarizes findings on the following: (1) the English programs offered; (2) the system's efforts to improve instruction on the undergraduate level; (3) liberal arts courses; (4) teacher education; (5) English as a second language; (6) admissions policies; (7) new developments in English studies; (8) graduate tuition waivers; and (9) eight recommendations made to the State University System concerning English instruction. The first section also reviews English instruction in nine Florida state universities. The second section reports on Classics instruction in three state universities, summarizing findings on the role and mission of the classics department, collegial spirit, responsibility to students and the profession, relationships between Classics and other departments, and other miscellaneous points concerning faculty and instruction in Classics. Recommendations for each of the colleges are also listed. Appendixes include a list of consultants, a list of coordinators, site visit schedules, lists of letters programs in the State University System of Florida, and the information format employed in the Letters Program Review. (JC)

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LETTERS PROGRAM REVIEW

CONSULTANTS' REPORT AND RECOMMENDATIONS

by

Robert Kellogg

and

Hunter Rawlings

Accepted by the Board of Regents May 23, 1986

State University System of Florida
Tallahassee, Florida

BOR 86-2

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INTRODUCTION

Method

Because the Letters Program in the State University System includes programs in both English and Classics, this report will cover both fields. The Classics report was written independently by Dr. Hunter Rawlings of the University of Colorado after he visited each of the three universities, and is included here as submitted by him. The other discipline normally included in the CIP Letters category--speech, forensics and rhetoric--will be included in the Program Review of Communications in 1986-87.

THE REPORT ON ENGLISH

The portion of this report that is devoted to English programs is in some sense collaborative. The author visited each of the nine universities for one day, in the company of a second external reviewer who had been engaged by that particular university. The individual institutional reports are based, therefore, on the author's observations and those of a colleague, both of whom had the advantage of detailed written submissions by each of the nine universities. While a one-day visit is sufficient to form a superficial impression of an educational program, anything more profound must depend on the study and observation of others. The author assumes responsibility for the overall report, but wishes to record here his debt to the unusually informative and conscientiously assembled institutional submissions and to the canny and experienced observations he received in writing from his eight external collaborators (Dr. Hardison visited two universities).

The consultants were accorded exceptional hospitality and cooperation from the students, faculty and administration at every university we visited. The visits were pleasant, and as seriously informative as one could ever hope for on a relentlessly full and fast-paced itinerary. To our hosts we are most grateful.

The introductory "General" section of the individual institutional reports consists of observations focused on one issue or problem that stands out above the rest at each of the universities. This is a device by which a single writer can most easily comprehend a large and complex body of impressions. It affords also an opportunity to reflect the individuality and diversity of institutions while providing some basis for comparing and contrasting their situations.

Enhancing the Lower-Division

An impression that dominates one's view of the English departments in the SUS is the extent of administrative and pedagogical activity that has been produced by serious attention in recent years to the fundamentals of writing at the college level. The preparation of students for the CLAST in Freshman English courses that, statewide, are aiming to achieve a 1:22 teacher:student ratio, and the development of Gordon Rule courses that emphasize the assignment and grading of writing in courses beyond Freshman English are developments that merit the highest praise from all members of the English-teaching profession, as from society at large.

This massive effort, expensive and in some instances administratively traumatic, proceeds from a magnanimous social impulse and determined political drive to provide genuine educational opportunity to every citizen of the State. The largest issues, then, in considering the effect of Gordon Rule courses and 1:22 faculty:student ratios, which has been substantial in the English Departments across the State, are social and political, and not strictly academic--to which we respond not as academicians but as citizens.

These efforts to enhance the quality of the lower-division have produced either a serious strain on the English portion of the Letters Program, or administrative anomalies designed to mitigate the strain. For example, at Florida A & M the School of General Studies carries on many activities ordinarily assigned to an English Department; at the University of Florida and the University of Central Florida a more or less intolerable backlog of students waits for admission to sections of Freshman English and at Florida Atlantic the Department of Communications rather than the Department of English is carrying a major portion of the burden of instruction in composition. Florida International is perhaps the university that is most straight-forwardly and successfully attempting to meet the challenge and to capitalize on it, with the teaching of writing being an important departmental mission at every level of the curriculum, and departmental personnel policies that are sufficiently unconventional to make this emphasis plausible.

The effort to produce a fundamentally literate citizenry is good public policy in a state and a nation that depend for economic and political survival on effective communication. It is also a policy that embodies the American ideal of justice, insofar as it provides educational opportunity for each individual citizen. The mission of the Letters Program is not, however, confined to the fundamentals of literacy in the lower-division. English is perhaps foremost among the humanities subjects in our universities, and as such it plays a crucial role in the liberal education of citizens for leadership at all levels of American society.

The Liberal Arts

The liberal arts have for many centuries in Western culture been the curriculum in which leaders have been educated and socialized to their responsibilities and role in the community. There is some danger that policy at the SUS level, or at individual universities, will neglect or be indifferent to the potential of the Letters Program to contribute to the advanced training of undergraduates in the higher forms of literacy that are required of professional and managerial leaders. In any given region of Florida, the most obvious educational demands, on the part of industry as on the part of individual families concerned with their children's futures, will be for rather narrow technical training in undergraduate professional programs. This is natural and universal; but one could question whether the higher educational leadership of the State should accede to this pressure altogether. There is some danger that the leaders of the State may themselves have benefitted from one kind of education while working to supply another kind to the great majority of citizens. Each region of the State needs to produce its own leaders and professionals, albeit without the immediate economic urgency felt by employers of technically trained young people.

One of the general recommendations of this report is that each university in the SUS be encouraged to develop counselling services that provide undergraduate students with realistic information about careers open to liberal arts graduates. To do this it will be necessary to have good alumni records and to share these with the Colleges of Arts and Sciences and the liberal arts departments. English major alumni that we interviewed believed, in general, that their universities gave insufficient attention to the creation of an intellectual atmosphere that is conducive to the liberal arts, as distinct from undergraduate professional programs. They stated, further, that they would be willing to assist in counselling students by telling them about their own careers. In the nature of things, many of these alumni are community leaders (physicians, ministers, attorneys, teachers, business people), and they are in a position to help their universities in more ways than at present they are being called upon to do.

Although this review did not attempt to verify the facts, a perception exists in many Departments of English that resources (salaries, space, staff-support, regular as opposed to adjunct faculty) are more favorably distributed to undergraduate professional schools than to the arts and sciences. More may be involved, in other words, than merely the rhetoric of educational leadership in producing a vocational atmosphere on some campuses.

One way of approaching this situation would be for the universities to fund "off the top" their general education requirements (those courses required of all students in the university or of students in one college that are taken in another college, e.g., technical writing required in engineering but taken in arts and sciences). When these courses that meet university (and in many cases State) mandates are budgeted, then the budgets of the separate colleges within the university would be considered.

At two universities (Florida Atlantic and the University of South Florida) the arts and sciences have themselves been split into smaller units, working against the natural relationships of subjects and collegiality of students and faculty that characterize a broad and comprehensive liberal arts program.

To the extent that the Letters program is intended in the mission of the SUS to provide advanced training in the study of language and literature as one element of a broad undergraduate liberal arts education, the situation at several universities in Florida is less favorable than it is toward the service function of Letters. Instruction in the fundamentals of reading and writing for all students at the lower-division tends to be considered a more urgent necessity than the strength of programs at the upper-division or graduate level.

Even the service function of Letters is at some universities being badly served, however, at the same time that it drains resources from the liberal arts mission of the Letters program. At least two departments in the SUS employ as many adjunct as full-time faculty in English, providing them with barely minimal office space, barely minimal salaries, and essentially no educational responsibility other than meeting classes. This is not quality education. Either the funds provided for enhancement of the lower-division have gone elsewhere in the university or the State has mandated a program for which it is not providing adequate funding.

Teacher Education

The education of secondary teachers is a subject of public interest around the country. Another general recommendation of this report is that the universities in the SUS be encouraged to abandon the undergraduate professional education of secondary teachers, providing instead a liberal arts education sufficiently structured to make certification possible after a one-year MEd program. Such a five-year teacher education program would be especially appropriate at Florida A & M, where the Dean of Education supports the idea with enthusiasm. The English departments of the two universities in Tallahassee have been effective in their relationships with the surrounding schools, as has the University of North Florida in Jacksonville. The record elsewhere is uneven. The arrangements for the English education of candidates for teaching certification also vary within the SUS. Such students are regular majors at the University of West Florida; at Florida State they take only 18 hours of literature courses as visitors from the College of Education; the University of Florida has (at least by implication) already begun a five-year program, in the sense that they have only B.A. English majors in the undergraduate program; and at Florida Atlantic such students are majors in Humanities rather than English. In a University System already highly centralized, the suggestion of more uniformity is doubtless out of order. This is, however, a subject open to consideration at the SUS level, and arises here because of the prominence of the Letters programs in producing future teachers.

English as a Second Language

English is spoken as a second language by an increasing number of students in the SUS. Their special needs present a problem for the Departments of English at most universities. The intellectual resources are usually near at hand for establishing special sections of composition courses as well as writing-laboratory exercises for students who are not native speakers of English. The difficulty is that such students are often not screened adequately at the university level and, therefore, do not readily find themselves in the appropriate English language courses in a timely fashion. The larger and more diversely structured the institution, the more intractable the problem seems to be, and the greater the claim for an approach to the problem at the university level, rather than at the department or even the college level.

Admissions

Many of the universities that we visited are having difficulty regularizing their admissions procedures sufficiently to control the sizes of entering classes. This makes sound planning at the lower-division almost impossible, with a scramble for adjunct faculty during the first week of the semester to teach sections of composition that were not planned, or (equally undesirable) the postponement by students until some subsequent semester of entry-level courses that have been designed by the faculty to precede the rest. Even when told that the universities must be responsive to economic conditions and other forces that lead students to attend college or not attend college, the visitor from outside remains skeptical that admissions must stay open virtually until the time classes start. It is unfair to expect the majority of students who plan college entry to suffer the chaotic conditions that result from a lax admissions policy.

New Developments in English Studies

As will be clear from the individual institutional reports, the programs for English majors, and the M.A. and Ph.D. programs at the institutions where they exist, are reasonably solid throughout the SUS. Often, they are hard pressed, however, to offer even the minimal coverage of conventional advanced courses, because of an imbalance between the department's service to the whole university at the lower-division and its much smaller program of advanced work for majors and graduate students.

The upper-division undergraduate and graduate programs for this reason strike the outside observer as being somewhat overly conventional, or dated. We found ourselves recommending an effort either to diversify the point of view represented in the department's course offerings or else to attempt to develop strength in some newer area of study. These newer areas include literary theory, film, rhetoric, and the pedagogy of teaching writing.

Literary theory in many English departments is moving in two more or less opposite directions. Most dramatic has been the collaboration between literary theory and philosophy, with emphasis on hermeneutics (theories of interpretation that derive historically from biblical studies and law), the nature of language, and refinement of the concepts of both text and reader, and the reader's response as a determinant of meaning. This is a movement toward theoretical abstraction. Concurrently, however, there has been an interest in viewing literature as an economic, political and social activity that embodies social values, both in its meaning and its means of production. This is a movement back toward the actual world. Both developments are stimulating and important.

Film has assumed a place of academic respectability at approximately the same time as the interest in literary theory, and provides a whole new body of fresh "texts" for study, with approximately the same intellectual tools that one brings to the study of literary texts. Especially in the case of Florida State and the University of Florida, both of which hope to compete for advanced students in a national pool, it has seemed reasonable to recommend further developments of these two (potentially) related fields. Rhetoric and advanced work in English pedagogy are in the most promising condition for further development at Florida State.

Graduate Tuition Waivers

Both Florida State and the University of Florida are in the position of being able to compete for excellent graduate students in the national pool. They will find this almost impossible to do, however, without substantial increases in the financial aid they can offer. A system of tuition waivers for especially well qualified students would be of great assistance. Building a strong faculty with excellent academic programs is only half the job in the competition for distinction as a national research university. The other half is the recruitment and placement of PhD's.

Summary of General Recommendations in English

1. That the Board of Regents encourage the universities of the SUS to create an atmosphere and an allocation of resources supportive of the philosophy of liberal arts education, and that the practical career opportunities for liberal arts graduates be made known to students and their parents, in part through the active involvement of alumni.

2. That the Board of Regents encourage the universities to consider the budgeting of State or university mandated courses and degree requirements (general education) prior to the budgeting of individual colleges within the university.

3. That the Board of Regents devise guidelines for the employment of adjunct faculty in the Letters program, including salary ranges, office space, and numbers per department proportional to full-time faculty. An over-reliance on poorly paid and exploited adjunct faculty to teach freshman-level writing courses will not produce the results intended by recent efforts to enhance the lower-division as described in the Board's mission statement, Quest for Excellence.

4. That the Board of Regents encourage the universities of the SUS to develop a five-year combined B.A.-M.Ed. program for the education of secondary school English teachers, with four years of liberal arts to be followed by a graduate year of professional courses in Education.

5. That a university-wide approach be taken in the universities of the SUS to the testing, placement, and instruction of students who speak English as their second language. As a corollary to this effort, educational programs, mostly at the graduate level, should be devised for the training of teachers of English as a Second Language, a need for whose services is likely to remain strong, in this country and abroad.

6. That the Board of Regents take whatever measures may be necessary to assure the faculty of the universities in the SUS that the admission of students will not take place so late as to render the planning of sufficient sections of lower-division compositions courses impossible.

7. That as the pressures for instruction in the fundamentals of reading and writing at the lower-division come under control, the Board of Regents encourage the development of up-to-date courses in literary theory, film, rhetoric, and English pedagogy (including English as a Second Language) at all universities. English at most universities is the central humanities department, most naturally functioning as the bellwether for advanced studies in a variety of related fields.

8. That present efforts continue to establish a program of tuition waivers for especially well-qualified graduate students in the Letters programs.

UNIVERSITY OF FLORIDA

General

The Department of English is the largest in the SUS and in the most favorable position to take a place among leading departments nationally. It is the central department in the Humanities at the University of Florida, although it must be admitted that in the University's priorities a number of large enterprises precede it (Agriculture, Engineering, Medicine, the Physical and Life Sciences, Law, Business). Nevertheless, the College of Liberal Arts and Sciences has benefitted from strong and effective leadership for a number of years, and the Department of English is clearly on the move. It has exceptionally positive morale, full of ambition to compete and succeed.

The most positive single development in recent years has been the hiring of a number of very distinguished senior research faculty, as retirements have permitted. It is reasonable for the Department to expect increasing attention as a center of graduate study. In fact, this has already begun to be the case, with rising numbers of applications for graduate study there. The shaping of a top-ten Department is by no means complete, but the foundations for such a transformation are in place.

A number of the newer fields in English studies are well represented in this Department. Theory, film, poetry, writing, and cultural studies provide an excellent balance with more conventional work in literary history. The Department is not without problems and challenges, and these will be enumerated below. One's general impression, however, is so positive that the primary recommendation is simply to persevere--especially in the recruitment, training, and placement of doctoral students--in directions that the Department seems already to have clearly in view.

Program

The breadth of the Department's interests and offerings is built into the curriculum for English majors, who must take courses in advanced composition, linguistics, or creative writing with as many as four courses. A large number of interdepartmental programs are supported by courses taught by the faculty in English, and are available to majors, either as free electives or as electives within their major program.

The relationship with the College of Education is essentially nil. Students preparing for careers in secondary teaching of English take the regular B.A.

About 100 students a year graduate with a major in English, although four times that many students regard themselves as majors. This ratio is not uncommon in the Letters program throughout the SUS, and may be accounted for in a number of ways. A large number of part-time students or students who for other reasons do not graduate in four years is one explanation.

Both the Honors Program in English and undergraduate academic advising need focus and faculty attention, and these are on the Department's agenda for the current year. Less susceptible to solution by the Department itself is the problem of finding, testing, and then providing appropriate instruction in English for foreign students throughout the University. Excellent academic facilities in linguistics are not being utilized in a University-wide program to upgrade instruction in English as a second language.

The most pressing undergraduate problem is not in the program for majors, which is excellent, but rather in the Department's very heavy service responsibilities. Elsewhere in this report attention has been directed to the diminishment or impoverishment of the advanced work offered by English departments in the SUS as a price the universities may have paid for enrichment of the lower-division courses in fundamental literacy. The academic leadership at the University of Florida has so far not allowed this to happen. The result, however, is a large backlog of students waiting to take elementary composition courses.

The issues are complex. From the Department's point of view, the admission of freshmen has been too lax and the entering classes too large--at the upper limit of the University's cap for several years running. Nor is the graduate program large enough to meet the needs of sufficient sections of Freshman English with qualified TA's. The Department does currently employ several non-tenure-earning lecturers, but is strongly of the opinion that it has reached the limit. To some considerable extent this impasse results from the ethical and professional values of the Department coming into conflict with the hard demographic facts of the lower-division.

The graduate program will continue to grow, producing a larger number of qualified teaching assistants; and eventually the number of students entering the lower-division may decrease. Time may cure the problem. To an outsider, however, the situation is interesting because it may also be paradigmatic: the determined drive for academic excellence that has produced the transformation of the English Department in the last five years may be the same force that is resisting an easy but professionally unsound solution to the problem of too many students and too few faculty. The general situation is common to the SUS as a whole. The University of Florida, however, may have the only English Department in the State with sufficient academic strength (and hence authority) to wait out the awkward period of imbalance between lower- and upper-division demands on its faculty resources.

For a large and comprehensive university like this one, its national reputation will be based on the research activities of the faculty and the quality and placement in the profession of its Ph.D.'s. A good deal of attention has been directed to the development of a broad graduate program with a number of areas of specialization available to students. Although the faculty is pleased with the variety and character of the graduate students, essential work remains to be done in attracting more of them and in placing them in teaching and research positions outside the State. This will require the continued development of programs that are not easily found elsewhere in the country and of getting the word out to the brightest and most ambitious B.A. graduates.

Norman Holland's program in psychoanalytic criticism is an example of the kind of program that is rare, if not unique. A bit more strength in theory, film, and cultural studies (and especially of overlapping areas among them) would capitalize on existing resources and could produce a coherent and identifiable program that would be second to none in the country. The creative writing faculty is very strong, although without the stimulating atmosphere in the surrounding community that Tallahassee enjoys. It is appropriate, however, with the existing distinction of the Department, to turn now to a major effort in the recruitment and placement of doctoral students.

Less immediately in the Department's control than the recruitment of graduate students is the improvement of the university library. Although some special collections are a justifiable source of pride, the physical facilities are inadequate and the service staff is impoverished. The faculty view the shortcomings of the library as a serious obstacle to the full development of the Department as a center of research in literary scholarship. Since film is both a current strength of the Department and an area that should be targeted for future development, the lack of a film archive will prove to be an increasingly consequential deficiency.

Budget

The Department does not have the same desperate need for equipment and support staff that characterizes most departments of English in the SUS. Like others, its OCO budget has been at $0 for several years, but unlike them it has received the funds it has considered necessary for equipment purchases through special allocations.

Compared to other universities, this one is also generous in the payment of both adjunct faculty and teaching assistants: $2,200 per section for the former and $6,500 for three sections for the latter. Its greatest budgetary necessity is for tuition waivers and free fellowships to compete for graduate students with comparable universities in the country.

Faculty

Strengthening the faculty has been the main business of the Department for the last five years. Its sixty members are well distributed throughout both the conventional fields of literary history and the newer areas of specialization. They have come from the most distinguished research universities in the country, and the record of departmental publication is generally outstanding. Except in creative writing, there is a need for the appointment of several assistant professors, in order to balance the age of the faculty and its distribution through the ranks.

Students

The undergraduates seem to be much like those at Florida State, with about equal numbers (approximately a third) going on for graduate or professional training after the B.A. Some of them are fruitfully involved in the intellectual life of the University through student publications and student-sponsored film productions.

The graduate student body contains some very talented individuals and is responsible for creating some of the esprit and collegiality of the Department. For example, they developed a buddy system for giving peer advice to beginning TA's. As Teaching Assistants, the graduate students make an important contribution to the Department's reputation for good teaching. They have excellent rapport with the undergraduates and are doubtless responsible for recruiting eventual majors. Some undergraduate might even claim that in this respect there is a bit of a let-down when they come into the courses taught by the regular faculty.

The University is now in a position to be more selective and deliberate in undergraduate admissions, and it should exercise the option, at least in admissions to the College of Liberal Arts and Sciences. Soon the Department may also be in a similar position with respect to graduate admissions, the rate of enrollments to applications running currently at a rather high 80%. Still, it is a strong student body that pleases the faculty.

Summary of Recommendations

1. The Department should give top priority to improving both the visibility and organization of the graduate program, with more attention to publicity, fellowship funding, recruitment and placement of graduate students, and the training and supervision of graduate TA's. Both faculty travel and conferences held at the University will be necessary in this effort.

2. Faculty should be added at the junior level. This will help to assure continuity and distribution through the faculty ranks, as well as make some contribution to diminishing the backlog of students waiting to take freshman courses.

3. The University library, including some provision for media archives, must receive assistance in both staffing and physical facilities to keep pace with the ambition and achievement of the Department of English.

4. The Department should consider giving some emphasis to a strengthened and identifiable program in theory, media, and cultural studies in order to fulfill its promise of offering a unique graduate program.

FLORIDA STATE UNIVERSITY

General

The Department of English is the only department in the SUS program in Letters to be named specifically in the mission statement of its University. English is cited as a field of strength in the humanities, on which the University plans to continue placing an emphasis. The written statement is reinforced in conversations with members of the administration of the University, who acknowledge English as a leading discipline within the liberal arts. The Department accounts for 12.5% of the credit-hours in Arts & Sciences and 5.5% University-wide. In both the undergraduate major and the M.A. and Ph.D. programs, English produces a larger number of graduates than any other department.

It may also be said that, in addition to its conspicuous role in the mission and the intellectual life of the University, certain of the Department's activities occupy the foremost rank of distinction in the SUS Program in Letters. These include the Creative Writing Program (if it is considered together with the associated literary and publishing activities in the Tallahassee area), the Freshman English program, the Reading/Writing Center, the recruitment and placement of M.A. and Ph.D. students, and the professional leadership provided by members of the Department among English teachers at the secondary and community college level in the State. The Department also has a rare tradition of outstanding administrative leadership. (The report submitted by its Chairman for the BOR review, for example, was a model of excellence in this particular literary form.)

These strengths having been acknowledged with admiration, one must also observe that the distinction of the Department is gradually eroding. Since 1969 it has lost eight faculty lines overall, and it has not made a senior faculty appointment since 1974. Several of its most distinguished faculty have either retired or have taken a half-time option in preparation for full retirement. This situation is, of course, well understood by the Department itself. It has, from time to time, received permission to recruit senior faculty in the fields where their absence is most strongly felt, e.g., critical theory and rhetoric. One problem appears to be the salaries of senior people in English, which are not competitive if FSU is to lure top Professors or Associate Professors from other universities. A secondary problem may be that the Dean has not kept constant pressure on the Department to submit candidates for appointment, with the result that the Department's efforts are less sustained and continuous than the situation requires.

Program

The Department offers a comprehensive program, including the B.A. for liberal arts students majoring in English, and M.A. and Ph.D. These are all sound programs, well conceived by scholars who are leaders in the field of English studies, with attractive and practical separate tracks within each degree program. Conceptually they come close to the state of the art, although limitations of faculty have required some scaling back of important subfields, such as linguistics (now represented by courses in Modern Languages or in the College of Education), and have left others less than fully developed, such as film studies, rhetoric, and literary theory. The English faculty also participates in a rich group of interdepartmental programs, most notably Humanities and University Honors (for undergraduates).

Comparative Literature still has a vestigial listing in the catalogue; but it ceased some time ago to exist as a program at FSU.

The 22:1 student:teacher ratio in Freshman English, the preparation of students for the CLAST, and the staffing of Gordon Rule courses have nowhere been more enthusiastically endorsed and supported as a matter of educational policy than at FSU. The Department has transcended the pedagogical problems associated with the enhancement of lower-division writing courses by converting them into a subject of intellectual inquiry. The conception and administration of the Freshman English course is outstanding, as are its practical results, to judge by the high success rate of FSU students taking the CLAST. The Reading/Writing Center has led the way nationally, as has the policy of offering writing tracks in each degree program. Writing and the pedagogy of teaching writing (with a required summer training program for prospective TA's) are among the outstanding strengths of the Department, traditionally and at the present moment.

The literature curriculum, both graduate and undergraduate, is rigorous, flexible, open to new areas--but still in certain ways limited. The causes are both academic (a high value put on comprehensiveness of coverage) and budgetary (too few faculty to offer a full range of options). Considering the Department's strengths, offering further work in rhetoric is a priority, as is another appointment in creative writing. More work is needed in criticism and literary theory to keep pace with developments in the field nationally. Film study goes forward through an interdepartmental program, of which the Chairman is in English. To the University administration, as to the outside observer, film is an academic field that might appropriately be developed at FSU--not as a vocational program, training film technicians, but as a subject for historical and interpretive study. All four of these--rhetoric, creative writing, film, and literary theory--depend on adding faculty, whereas the literature curriculum might also profit from the reassignment of faculty from comprehensive survey courses to courses in major authors and literary movements, allowing (perhaps even requiring) students to study at least one author in depth.

The Department is understandably uneasy with the minimal requirement of 18 hours of literature course work for students who seek certification to teach English through the College of Education. Relying on undergraduate-professional school preparation for careers in secondary-school teaching may gradually give way, nationally, to the practice in other learned professions--law for example, or even business-- of building the professional training on a solid undergraduate liberal arts education. The Department should consider instituting, with cooperation and advice from the College of Education, a program for advising regular English majors who might want to take the final steps toward certification in an M.Ed. program rather than at the Bachelors level.

An unfortunate consequence of the faculty shortage in English is the necessity of offering graduate and undergraduate versions of the same courses simultaneously. While this is a universal practice in specialized fields such as Old and Middle English, in standard literary subjects the practice weakens the rigor of the graduate program and straightens the intellectual stimulation of the undergraduate one. Another desideratum would be a large number of upper-division courses and sections designed for non-majors, especially in technical writing and advanced expository writing, but in some literary topics as well.

The university library makes a major contribution to the Program in Letters at any university. At FSU the faculty is, understandably, content with the library where the collection is strong and realistic about its inability to support advanced work in medieval literature, renaissance, and literary theory and criticism (although this last is a remediable deficiency). They laud the inter-library loan service and regret the lack of a proper rare book room.

Budget

The primary budgetary appeal of the Chairman is for significantly expanded computer equipment--especially for terminals in the Reading/Writing Center. This would be a sound investment educationally. The Department has as reliable a notion of using computers to assist instruction as can be found in an English Department anywhere. And the Center is almost Exhibit A in the University's claim for national distinction in English pedagogy.

Of secondary importance, but still significant, is the need for improved photocopying service and increased amounts of typing/word processing equipment in the department. Teaching English requires a lot of paper and tools for putting words down on paper. Funds to meet these equipment needs are budgeted at $0 for the current year.

The present market conditions for faculty members in the field of English Studies is such that it may require higher salary levels than are currently being paid by the Department to attract replacement faculty of the same caliber of those who are retiring. Such things are a matter of institutional style as well as of economics, but some thought might be given to the possibility of living with more radical salary differentials than presently exist at both the Associate and Full Professor level.

Faculty

This is a strong faculty, nationally competitive, trained in excellent research universities across the country, and well distributed by rank and interests. The leadership of the College and the Department must be congratulated for this achievement. By all accounts, the faculty teach well. Several of them publish at a level of national and international distinction with considerable regularity, and many have served the academic and professional community within the University and beyond it with devotion and distinction. Morale is high, and the faculty has a sense of collective purpose and achievement.

And yet, the continued strength of the faculty is the chief worry, as retirements and retrenchment take their toll. While academic needs in rhetoric, creative writing, literary theory, film, and soon-to-be-vacated professorships in eighteenth- and nineteenth-century literature would suggest that recruitment of senior faculty should be especially intense in these fields, the situation is probably serious enough that real distinction in any field might be recommendation enough if a candidate were located.

Students

About one-third of the undergraduate English majors go on to graduate school, approximately half continuing in English, and the rest going into law and medicine. The students we met were impressive and enthusiastic about the

Department and their educations. They seemed generally involved in the academic life of the University, with opinions about their experiences in a variety of other departments and other aspects of University life.

The graduate students come from many colleges and universities, especially in the South. They tend to stay in the region when they graduate. For this reason a recruitment effort in other parts of the country is advisable, on the assumption that students coming from the West Coast and the Midwest to study might return there to teach. The Department deserves to have a broader reputation nationally, especially in the placement of its Ph.D.'s, and that might begin with a national effort at student recruitment, an effort, however, that will be extraordinarily difficult until a SUS policy of tuition waivers for top graduate students is in place. The Department's placement of Ph.D.'s in non-academic employment should be commended, as a liberation from the notion that the degree is a narrowly professional one. Many of the best graduate students are attracted, at least initially, by the program in creative writing. Some of them continue to the Ph.D., in either literature or writing.

Summary of Recommendations

1. The need for several distinguished senior appointments takes priority over other considerations. Such appointments would be most effective in literary theory, creative writing, film (especially in association with theory and interpretation), and rhetoric. These are fields where it is feasible for FSU to consider competing for the best graduate students in the country.

2. Improvement in salaries will be necessary at each rank, especially for the best faculty. In this connection, both a more generous policy of offering the department replacement lines for faculty assigned to full-time research and some more radical differentiation of salaries within ranks may also be necessary.

3. Continue support of the Reading/Writing Center with computer-based instruction. It is the next phase in its development, and already the Center has lost time.

4. Devise more effective methods of recruiting graduate students from other regions of the country. This will require personal contacts, not just a flier or poster, and it will be an uphill struggle until a system of tuition waivers is in place.

5. Continue with efforts to offer separate graduate and undergraduate courses.

6. Develop upper-division courses in both writing and literature that are designed for non-majors.

7. Open the literature curriculum to greater specialization within periods and authors, with a consequent devaluation of broad coverage per se.

FLORIDA A & M UNIVERSITY

General

The Department of Languages and Literature is responsible for providing instruction in French, Spanish, and General Studies, in addition to English. It offers the B.A. degree in English, both of the conventional sort and with certification to teach, and minors in English, French, and Spanish. While the number of degree recipients it produces is very small (a total of eight in three years, 1983-85), it performs a major service to the University by offering heavily enrolled lower-division courses in composition and speech, and by providing individualized instruction through its reading, writing, and speech laboratories, which fulfills the needs of students who are not yet ready to meet the full demands of college-level work, or who are preparing for retakes of the CLAST.

The activities of the Department and its intellectual atmosphere are heavily influenced by the University's policy of admitting students (up to 50%) who do not meet the SUS admissions standards. The faculty of the Department and the higher administration of the University are strongly committed to a continuation of exemptions at this level for the indefinite future, arguing that Black students who begin their college studies at FAMU have a much higher retention rate than those who begin elsewhere, and that without a 50% exemption, the University would be inaccessible to many of them. We were told that while only about 15% of the Black students in Florida enroll at FAMU, the University accounts for 40% of the Black graduates in the state. Assuming that exemptions do continue at a high rate for some time to come, the attention of the Department will continue to focus on the demanding task of discovering more effective ways of bringing the performance of low-scoring students in reading, writing, and speaking up to state and national standards.

The University administration and the State of Florida have been supportive and effective in this effort. Four faculty positions (two in Languages and Literature and two in the School of General Studies) have been provided by funds in the Basic Academic Skills Enhancement Program, and healthy resources support the writing, reading, and speech laboratories, as well as the effort to pretest students for the CLAST and to work with those who fail it the first time. The Dean of the College of Arts and Sciences has been notably conscientious and effective in providing lower-division composition courses at the appropriate student:teacher ratio, and the Gordon Rule courses have worked well at FAMU. This considerable emphasis on meeting the demands of CLAST and of preparing students for college level reading, writing, and speaking may have also distracted the Department from the mission of providing advanced work in language and literature as a major concentration for liberal arts students.

If so, the distraction would have been all the greater without the development of the School of General Studies (at one time a division within the College of Arts and Sciences). As things currently stand, however, the missions of the School and the Department strike the outside observer as unnecessarily duplicative and overlapping, with some faculty having an appointment in one unit and others in another unit, and no clear distinction as to academic responsibilities between them. A reorganization is overdue. The Department of Languages and Literature should have academic control over all aspects of the instruction for degree credit in its subjects, while the School of General Studies might continue to provide the valuable support services in testing, tutoring, laboratory and remedial instruction that it now offers.

Program

With a clearer distinction as to mission and responsibilities between the School of General Studies and the Department of Languages and Literature, the Department could be encouraged to focus greater attention on the step-by-step development of writing and reading skills from the first semester of Freshman English to the completion of advanced courses in expository and technical writing, as well as on the enrichment of its major. The latter goal could be accomplished by decreasing somewhat the number of required courses and increasing the number of electives, offering courses in major authors or in literary movements as alternatives to the standard surveys. It is a solid major now, simply not an exciting one. One student expressed to us the desire for more advanced work in linguistics, especially the history of the English language. Literary theory is another interesting field good for cultivating analytic skills without sacrificing the humanistic content of literary studies.

The English majors who prepare themselves for certification in teaching take the regular program in English, which leaves them little opportunity to take upper-division electives in other subjects, such as history, philosophy, foreign languages, natural science, and so on, depriving them, thereby, of the chief value of a liberal arts education. The Colleges of Education and Arts & Sciences enjoy excellent rapport at FAMU. They have worked well together academically and administratively. They appear to be on the point of proposing that the certification program for undergraduates be discontinued, with the University offering instead a regular B.A. in English and the M.Ed. for those who wish to prepare for careers in teaching. This is an idea worth careful consideration, by both the University and the Board of Regents. It would doubtless require substantial fellowships for the M.Ed. candidates, although there would not, at first, be many who met the requirement of having a "straight" B.A. in a liberal arts subject.

A program with a wider choice of upper-division courses available to majors might well not be possible until there are more to choose from. The Department is to be applauded for making a solid effort toward increasing their number, especially with its pamphlet *What Can English Majors Do?* As do some other humanities departments in the SUS of Florida, however, it has existed in an atmosphere that has seemed more conducive to the nurture of undergraduate professional programs than to the liberal arts. The College of Arts and Sciences will need support from the new administration to reverse this trend, leadership in the counselling of students to prepare themselves broadly in the arts and sciences for careers in management and the learned professions, including secondary school teaching, and leadership in extracting scholarship funds for the liberal arts from the business community in Florida. We met one extremely bright English major who had been recruited to FAMU from Chicago to attend the undergraduate business program. Similar recruiting efforts in the liberal arts would be in the University's interest and the nation's.

Budget

The budget of the Department of Languages and Literature consists primarily of salaries and wages. It needs modest capital outlay for equipment to assist the faculty and administration in the handling of the large amount of paperwork that instruction in writing requires. No convenient and effective photocopying facilities are available to the faculty, and both word processors and typewriters would greatly improve accuracy and promptness of producing written copy for classes and administration. The case is simply and eloquently put in the Department's report, and conversations with faculty strengthen this recommendation. The recent expansion of the faculty as a result of the BASE program and other faculty enhancements has, in terms of space, staff assistance, and equipment, put great strains on the quality of the work environment for the faculty.

A small portion of the Library budget is allocated to the Department for the acquisition of new materials. The amount seems radically insufficient to its needs, especially considering the high incidence of theft and vandalism of materials. A new system of acquisition is being put in place, and it could conceivably improve things from the Department's point of view. One gets the impression that the faculty wants to see the addition of very standard materials for the teaching of undergraduates, not the kind of research facilities that would be necessary for their own scholarly work for which they rely on the library at FSU and other facilities in the state.

Faculty

The faculty of the FAMU Program of Letters is its chief strength. They have met rigorous standards for appointment and promotion, and they represent diverse backgrounds, training, and professional interests. The Dean of the College can take justifiable pride in this accomplishment. Discrepancies exist, however, between the salaries and the standards of appointment in the Department of Languages and Literature and similar appointments in the School of General Studies. These tend to nag at faculty morale.

The faculty work hard teaching on the average 13 or 14 hours a semester, often with heavy loads of composition. The Chairman does an excellent job of assigning duties, and this heavy burden seems to be shared equitably. If the problems with the library and with the lack of Xerox, word processing and typing equipment could be overcome, the heavy teaching loads would be less onerous.

Students

While the Department has graduated only three or four students a year recently, the number who have declared majors in English is larger, close to thirty. This is an anomaly that is not peculiar to FAMU. It is produced to some degree by students who use the Department as a holding operation while they attempt to gain admission to an undergraduate professional school, in this case, Journalism. Our impression of the students was largely favorable, but we had very little time with any of them. The alumni we met were impressive, involved in a variety of careers, as is usually the case with English majors. They were highly supportive of the Department and of their education, and expressed a willingness to assist the Department in advising prospective students about the intellectual skills they will acquire in the B.A. program.

An increasing number of FAMU students are from abroad, in some programs as many as 50% although University-wide the figure may be closer to 10%. A more deliberate program for dealing with the special English language needs of foreign students than currently exists would be desirable. The Department has the intellectual resources to provide some special forms of instruction if they could be supported by testing and advising. An advantage of such a service program in English as a Second Language is that it would provide a form of practical experience for undergraduates in the Department who are interested in linguistics and composition as areas of specialization.

Summary of Recommendations

1. The administrative and academic definitions of the Department of Languages and Literature and the School of General Studies should be refined, with the credit-bearing activities of the Program in Letters being assigned entirely to the Department.

2. The efforts of the Department to recruit students to its major in English and its minors in English, French, and Spanish need the support of the President, the Provost, and the Dean, not only in modest outlays for recruiting materials and for supporting alumni contact and involvement, but especially in convincing prospective students of the advantages to themselves and to society of liberal arts education.

3. The instructional activities of the Department require the following elements of support:
    a. A Xerox machine
    b. Work-study assistance
    c. Word-processing and/or typing equipment
    d. Increased office space

4. The curriculum in the English major should be broadened, without weakening its current academic rigor, to include somewhat more work in linguistics, rhetorical theory, literary theory, and a greater variety of courses in literary history, such as major author courses, or courses in literary movements.

5. The curriculum in the Department's writing courses should be revised if necessary to provide a step-by-step progression from the first semester of Freshman English to the advanced courses in Exposition and Technical Writing. The upper level writing courses should not exceed the student:teacher ratios adopted for the lower-division courses, i.e. in the neighborhood of 22:1. This recommendation is prompted by an apparent uncertainty at present about the goals and methods of writing courses under the BASE rubric, C-Prep, and standard Freshman English, as well as by a concern for unrealistically large sections of the ENC 2300 Improved Writing course.

6. Further consideration should be given to replacing the English-major-with-certification-to-teach option with a combined B.A.-M.Ed. program in

English Education. The academic resources and the educational philosophy are already at hand in the Department and the College of Education. A strengthened commitment to the liberal arts might well begin in the preparation of secondary-school teachers. A rather rigorous selection of candidates for this combined program, with scholarship assistance in the third and fourth undergraduate years and a significant fellowship for the graduate year, would keep the program relatively small and (in comparison with its academic impact) relatively inexpensive.

UNIVERSITY OF SOUTH FLORIDA

General

The Department of English is second in faculty size to that at the University of Florida, with 40 full-time tenured or tenure-earning faculty (in comparison to the University of Florida's 60 and Florida State's 30). Its graduate program is smaller than those of the older universities, but it has a large number of undergraduate majors (300) and it graduates a healthy percentage of these each year (around 80). If students taking advanced courses in the Department, but receiving degrees from the College of Education, were counted in, these numbers would be considerably larger.

The role of the Department in the mission statement of the University (and to some extent in its own eyes) is a relatively modest one: to serve the social needs of the region, especially by offering instruction in the fundamentals of writing and by training teachers for its schools and colleges. The Department has an excellent reputation for fine undergraduate teaching, and it also has half a dozen quite productive scholars, to whose number the University's first chaired professor will be added in the fall of 1986, an internationally known scholar of eighteenth century English literature.

The number of Ph.D.'s taking their degrees each year is not large, but it is respectable. And because many of the students tend to stay in the area, there is essentially no problem with job placement. Those who do go on to careers on the wider national scene have made some distinguished contributions to scholarship. The Department also sponsors a conspicuously successful Florida Suncoast Writers' Conference at the campus in St. Petersburg. The Department is fulfilling its stated mission well, and with so much to be justifiably satisfied with, it comes as a surprise to find that many of the faculty nevertheless feel a troubling malaise.

Although the Department does not have faculty in the rank of instructor, it must rely on 19 adjunct faculty members, in addition to about 35 TA's, to get all of its freshman-level courses taught. And it feels the usual strains that are found so widely throughout the Letters program at smaller and newer universities in the SUS: its scholarly activities are giving way to the demands of a severely increased teaching load. Over a ten-year period, for example, the normative teaching load has gone from 2+2 to 2+3 and now to 3+3. The library is insufficiently funded to afford retrospective acquisition of essential books and journals. This decline in the quality of life is obviously taking its toll in faculty morale, to a degree that is essentially absent in either of the other two Ph.D.-granting departments.

Seeking a source of this faculty malaise, one notices, in addition to straightened faculty resources, their intellectual and administrative isolation from colleagues in related disciplines. Physically, the University seems huge, spread out over a large area, and this physical situation is matched by an administrative separation of the humanities disciplines among three separate colleges. The whole of what is traditionally Arts and Sciences is separated into four colleges. It is difficult to foster an understanding of and a unified policy about something as relatively simple as Gordon Rule courses under these circumstances. So English ends up offering 50 Gordon Rule courses, while History (in another college) does none.

Aside from isolating faculty who should be considering themselves as colleagues and as collaborators in the design of a unified liberal arts education, their separation into several colleges means that each one will attempt to remedy its natural deficiencies. Therefore we find a Humanities Department and a Department of American Studies within Arts and Letters, to make up for the absence of historians, art historians, and others. This dilutes and fragments the efforts of traditional disciplines, and may even result in some degree of redundancy within the University as a whole.

Reuniting Arts and Sciences would certainly appeal to the present University administration. Whether it is politically possible is another matter. In the meantime, some faculty body with real authority might serve to coordinate undergraduate curriculum, educational policy, and the development of faculty collegiality within the traditional arts and sciences disciplines. Without this, the Academic Vice President will find himself, in effect, having to serve as the Dean of Arts and Sciences, in attempting to relieve an unfair distribution of resources, in relation to teaching responsibilities, among the various liberal arts schools.

This is the only university we visited in which the faculty, the Chairman, and the Dean all mentioned "lapse" as an explanation for their budgetary woes. One gathers that "lapse" is a technical budgeting concept, one that in other universities may be handled at a vice presidential level for the whole university, and with which the faculty is spared any acquaintance.

Program

The Department's efforts in a typical semester are divided roughly as follows: 100 sections of Freshman English, 40 sections of technical writing and sophomore survey, and 40 sections of undergraduate major and graduate courses. The freshman course has three tracks, according to the abilities of the students. This is a conscientious response to a mixed student body and an administratively ambitious one. The efficacy of the idea is hampered somewhat by inadequate testing for placement. The Department would like to have modest funds for a more nearly adequate placement test.

The sophomore survey is one of the University's Gordon Rule courses, and gives those students who go on to major in English a sound background for doing so.

Only about 22% of the Department's effort is devoted to its own degree programs. The undergraduate major is soundly conceived, with options in literature and creative writing. The M.A. and Ph.D. programs also have two tracks each. In addition to the literature M.A. there is one concentrating in junior college teaching; and the Ph.D. program has a concentration in Rhetoric and Composition. These are appropriate options, sound responses to the needs of the region and the nation.

From talking to the graduate students it appears that the graduate program should be tightened up, focused and clarified. The course offerings are at present too limited, in their opinion, to be of use in preparing for the M.A. examination. Also, there is too little distinction between a graduate seminar and an ordinary M.A. course. The students are insufficiently informed about the areas of faculty expertise and would appreciate some kind of descriptive brochure that contains this information as well as timely listings of the courses actually offered each semester. The students think that the Department's Graduate Curriculum Committee should involve students in the regularizing of offerings, examinations, and advising, with a supervisor assigned to each student--especially in the doctoral program.

Considering the desirable emphasis on pedagogy and rhetoric in the two graduate programs, the massive three-track freshman composition course, the

Department's support of the University's writing laboratory, and the large number and variety of sophomore and upper-level writing courses offered each semester, there is a great deal of organizing and coordinating to be done in this Department, both in the teaching of writing and in the teaching of the teaching of writing.

Under these circumstances it may not be too surprising to learn that the graduate-student TA's find that they receive too little instruction in how to teach. If this criticism is warranted, the situation needs to be attended to in a full and forceful way, because it runs counter to the Department's image of itself and its primary strength. Perhaps it is by default, maybe even from the faculty's point of view an unpleasant historical accident, but the fact is that this Department is in the writing business in an extraordinarily large way, at every level of its curriculum.

It has excellent relations with the English teachers of the surrounding area, and it has the potential to develop a state-of-the-art graduate program in rhetoric and the teaching of composition. Its graduate students should be receiving detailed instruction in every aspect of this large operation, from the placement testing of freshmen and the operation of the writing lab to the pedagogy of upper-level technical and creative writing courses. This kind of a program could and should be the hallmark of the Department. Its Ph.D.'s in Rhetoric and Composition could, if they are not already, be widely sought after.

Budget

Over the ten year period during which faculty teaching loads increased by 50%, the Department also lost one staff support position. This should be remedied. With a full-time faculty of 40, another 55 adjuncts and TA's, and 300 undergraduate majors, a support staff of 4 is not adequate.

The Department reports a sufficient budget for equipment, but insufficient faculty travel money; considering the desirability of continuing at least some faculty productivity in scholarship, that is a legitimate complaint. Scholarly meetings and research facilities are distant from Tampa.

Library funds are sometimes considered under the heading of budget. This Department is responsibly concerned about the library's holdings in English, which have been closely studied by Jeanene McNair and Ilene Frank in their USF University Library English Resources (1985).

Space also might be considered under this category, and again the Department is hard pressed. It needs more faculty office space, currently housing 19 adjunct faculty in two offices.

Faculty

This is a strong faculty, and with the addition of Pat Rogers in the deBartolo Chair it will be even stronger, in terms of scholarly reputation. It also has a solid reputation for good teaching, having won several University-wide teaching awards.

Morale is not uniformly high, however, and this seems attributable to heavy teaching loads, poor research and faculty development funds, and an inadequate library.

For whatever reasons (we were told that it was "lapse"), the hiring of new faculty has not progressed with sustained vigor. The Department actually has vacant lines. Two important areas need immediate strengthening: medieval and early American literature. New hires, after these, should to some extent be divided between remedying deficiencies in the literature program (where the scholarly reputation of the Department will continue to abide) and finding faculty who can contribute to the pedagogical activities of the two graduate degree programs, including offering a rigorous and thorough training in every aspect of the teaching of writing at the college level.

There are three alternatives (at any university) to the over reliance on adjunct faculty: (1) increase the size of the graduate program so as to find more qualified TA's, (2) convert the part-time adjunct positions into full-time instructor positions, (3) and add to the tenure-earning faculty. Alternatives (1) and (3) should be considered together: tenure-earning faculty will enhance the attractiveness of the graduate programs, which will justify a vigorous recruiting effort for an enlarged graduate student body. And this particular graduate program has the potential to be a significant one, if it decides to continue building its rhetoric and pedagogy activities in a high-quality manner.

Alternative (2) would be advisable only if the University's leadership has concluded that it must hunker down for a long period of retrenchment, during which the Department's primary mission will be its service function. Full-time instructors can take over many of the administrative and teaching duties that cannot be delegated to adjunct faculty. They can also be helpful in the Department's large community effort.

Students

The undergraduate students seem much like those at the other newer universities in the State System. Many of them are older, studying part time, and seriously committed to getting an education. Many very talented individuals thus have access to the Department who might, under other circumstances not be able to attend college.

As at most universities in the SUS, the students who speak English as a second language do not have access to testing, placement and instruction in English that is appropriate to their needs. Students in the College of Arts and Letters do not feel that they receive adequate career counselling or access to job placement and internship services that the University provides to its undergraduate professional students. When this is the case, it puts one more burden on the English Department to run an internship and placement program.

The graduate students that we met were lively and constructively critical of their situation, both academically and financially. They would benefit greatly from a higher number of out-of-state tuition waivers and also waivers of all tuition, when and if that can come about. Most of them work two jobs, with a consequent lessening of attention to their studies. This is a large and (relatively) old graduate program, with the promise of achieving something more than regional distinction. It attracts students good enough to be worth the investment of considerably enhanced financial aid, in one form or another.

Summary of Recommendations

1. The University should pursue with sustained vigor the appointment of several tenture-earning faculty in English, beginning with medieval and early American literature and then moving to strengthen rhetoric and pedagogy.

2. The library resources in English should be enhanced, especially through retrospective purchase of missing books and periodicals. An excellent report is available as a guide.

3. If new faculty are added, the graduate program should be expanded and administered with more rigor and attention to detail.

4. Attention should be given to the needs of English majors for effective career counselling, placement in internship programs, and job services.

5. A clerical position should be added to the Department.

6. Some help should be offered the Department in overcoming its shortage of faculty office space.

FLORIDA ATLANTIC UNIVERSITY

General

The Department of English has been spared the strains resulting from the new emphasis on the lower division that have been felt by the other departments of English in the SUS. Canny planning by the Dean of the College of Humanities has succeeded in distributing both one semester of freshman English and some of the University's Gordon Rule courses to other departments. The Department of Communications offers College Writing I and all advanced service courses in technical and expository writing. The Departments of History and Philosophy each offer a Gordon Rule course. The result is a small Department of English (8 faculty and 8 adjunct faculty) that has barely felt the winds of change. It provides a humane and genial atmosphere for teaching advanced undergraduates and graduate students in the traditional areas of English literary history. The faculty maintain a high level of scholarly activity, while at the same time providing excellent instruction and active involvement with the academic lives of their students.

It can be reported that, rightly or wrongly, the Department itself is uneasy with this arrangement, since not only the advanced writing courses but also film studies are beyond their responsibility and control in the Department of Communication. The other side of stability might, in their opinion, become stagnation. Much that is new and exciting in advanced literary study is historically related to critical theory that has evolved from rhetoric and film study. At the higher level then, whether or not the Department engages in the massive enterprise associated with offering the full year of freshman

English and all sections of the advanced writing courses, it must still offer the theoretical work that is commonly associated with it.

A feature of the Department of some considerable prominence is the monthly journal Fantasy Review, which is edited in the Department, although its budgetary affairs are handled by the College of Continuing Education. Fantasy has become a significant interest of several members of the English faculty. It is a relatively new field of serious academic study, and it does not depend as heavily as more traditional fields do on a research library. As in the case of film studies and literary theory it is possible for newer universities and new university libraries to get in on the ground floor.

Florida Atlantic was the only University we visited that appears to be encumbered by a large number of Golden Age auditors. Their presence in the Department was noticeable. The University would appreciate some subsidy for the 700 auditors it enrolls each semester, most conveniently in the form of FTE productivity credit. It is difficult after a brief visit to do more than report on an anomalous situation, without guessing how much it does in fact detract from the quality of education received by fee-paying students.

Program

The Department of English offers the B.A., M.A., and M.A.T. in English. The B.Ed. was recently discontinued, so it advises all undergraduate students who are preparing for certification to teach English, as well as the very few Masters candidates who might wish to do so through the M.A.T. The Department has good relations with the College of Education, but it has few relations with the teachers of English in the public schools. There is no easy or obvious way of developing them. The public schools seem unaware of FAU as a place to send students. With the existence now of a lower-division, such relations with the schools are more important than ever.

The B.A. is well balanced, with an adequate selection of courses and, for the students not going the certification route, a generous allotment of electives. Advisers in English take seriously the student's selection of courses in subjects related to English, offering thereby a sort of informal minor in related liberal arts subjects. Comparative literature, too, is a concentration in English, in association with coursework in other departments.

Students in both the undergraduate and graduate programs want more emphasis on writing--especially fiction writing, but also, for undergraduates, even a return to requiring advanced composition. This is without doubt a reasonable concern, and one that the Department itself shares. It may even enter, indirectly, into the Department's uneasiness about the delegation of so much writing instruction to the Department of Communication. Besides creative writing the program is weak in literary theory. It would benefit from offering more advanced work to both undergraduates and graduates. In association with the "socially oriented" wing of theoretical studies it might be desirable to offer more exposure to women's literature and Black literature.

The students find the English Department a nurturing and comfortable place to study. They praise both the learning and the personal counselling of the faculty.

The M.A. program is barely minimal in terms of course offerings. Most of the graduate students' coursework is done either jointly with the undergraduates or as independent study in a one-on-one tutorial with a faculty member. They would like their own courses and they want more writing in them. The M.A. students are very approving, however, of the thesis requirement, considering themselves to have a great advantage over the students in some other English Departments in the State, who instead of a thesis must negotiate a series of examinations that are difficult to prepare for because it is in many cases difficult to learn the ground rules that govern them.

The library seems adequate to support both the B.A. and M.A. programs. For faculty research or a Ph.D. program in English, it is seriously inadequate.

Budget

Because the Department is small it has modest budgetary needs which are currently being met. Its greatest limitations in resources are (1) classroom space (as well as space for students and faculty to meet outside of class, i.e., a common room) and (2) a seriously deficient library collection to support advanced work in literary study.

Faculty

This small faculty is admirably active in both scholarship and teaching. The first new appointment in many years was made last year, and the Department did themselves proud by recruiting a distinguished young eighteenth-century scholar of national reputation. The extremely skimpy M.A. course offerings, and the absence from the curriculum of strength in fiction writing and literary theory, suggest that vigorous efforts should be made to replace some of the adjunct faculty with regular tenure-earning faculty in these fields. The current faculty will not be able to maintain both their scholarly productivity and a respectable M.A. They now teach five courses a year (2+3); they have a heavy load of M.A. theses; and because of the shortage of regular M.A .courses they conduct many private tutorials under the independent studies rubric. The graduate program is growing and will soon justify the new faculty positions in terms of enrollments, especially the appointment of a fiction writer.

Aside from the inherent limitations of their small numbers this is a faculty of which the University should be proud.

Students

The students preparing for certification to teach English are not counted as English majors but as Humanities majors. Even so, the Department has about 100 English majors, of whom about 30 graduate each year. Unlike their colleagues at FIU, who are critical of the preparation of transfer students, the Florida Atlantic faculty draw on a superior local community college and find their students to be of high quality and committed to their education.

As at UNF and UWF the lower-division is new here, and it remains to be seen what long-term effect it will have on English. A guess is that the Department of English will prosper, especially if it can respond to the students' interest in creative writing and can maintain its enviable reputation for careful teaching and academic advising.

The number of graduate students is also increasing, to about 50 in residence, with about a dozen a year taking degrees. The graduate students do essentially no teaching in the Department. They are, employed, however, as assistants in the history and philosophy Gordon Rule courses.

Because both the M.A. and the B.A. programs are traditional, in a somewhat gimmicky age, the main draw of the Department, for both graduate and undergraduate students, is going to have to be its intellectual seriousness, the central role of its subject in humanistic studies, and English as a sound core of liberal arts education. It would not be a mistake to project a somewhat elitist image of its students and its programs. In accordance with this strategy, the Department should be more selective in graduate admissions. In recent years, a very high percentage of students applying have been admitted, and of those a surprising number have had below the minimum requirements in either GRE score or undergraduate GPA. Good students attract good students.

Summary of Recommendations

1. At least one faculty appointment, in creative writing, and probably another in literary theory, would add substance to the M.A. program and counteract the relative scarcity of writing in the Department's program overall. The theory appointment would, under the right circumstances, help to remedy the loss of film and rhetoric to the Department of Communication and broaden the undergraduate coverage of such topics as women's literature and Black literature. Two additional faculty would also enrich the offerings intended exclusively for graduate students. The existing faculty is overextended.

2. Tighten the standards of admission to the M.A. program, while increasing the effort to recruit strong students.

3. Provide the Department with adequate classroom space and a common room. The latter would contribute a great deal to the quality of student-faculty interaction.

4. Assist the Department in discovering ways of making richer contacts with the English faculty in the public schools, where the excellence of the English program at FAU should be better known and where the FAU faculty in English might perform useful public service. Nothing promotes this sort of community contact sooner than a creative writing program.

THE UNIVERSITY OF WEST FLORIDA

General

The Department of English and Foreign Languages offers the B.A. degree in English, with and without an accompanying program leading to teacher certification, the M.A. in English, and the M.A.T. in English Education, which fall within the Program in Letters. In addition, the Department bears a heavy responsibility for meeting the University's need for instruction in composition, both in the lower-division and in upper-division writing courses designed for students who come to the Department from other schools of the University. While this phenomenon is scarcely unique to West Florida, it is nonetheless true that the Department's conventional mission of providing a high-quality undergraduate liberal arts major in English and a Master's program is strained by the burden of its service obligations.

The decision two years ago to move from an upper-division to a four-year University, without an accompanying expansion of faculty and supporting resources for the Department, is largely responsible for what to an outsider looks like a crisis. At first, a one-semester Freshman English course was put in place for entering students. This enrolled between 35 and 60 students per section and proved inadequate in the view of all observers, at every level of the University. For 1986-87 a conventional two-semester sequence is planned, together with an increase of freshman enrollment of about 100 students, from about 300 to about 400. These two developments will require 12 sections more of freshman English than the Department is currently offering. The Department has proposed plans to meet this need (within the requirement of a student:teacher ratio of 22:1), but at the time of our visit no response had been received from the administration.

The situation at the University of West Florida is the most dramatic example of the strain that has, in some measure, been put on many departments of English throughout the State University System by the policy of reducing class sizes in lower-level writing courses and providing writing courses at higher levels to meet the Gordon Rule requirements. In this case, that normal strain has been greatly exacerbated by the presence of increasing numbers of freshmen, without adequate faculty or staff resources to address their needs. The routine administrative response to large numbers of students in elementary writing courses is to hire adjunct faculty for the task. That has been done at the University of West Florida, in a manner that illustrates the worst consequences of such a strategy. Adjunct Associate Professors in English are paid $1,200 per section, adjunct Assistant Professors $900 per section, and adjunct Instructors are paid $750 per section they teach. The eight adjunct faculty that the Department now hires (which is more than one half of their total personnel in English) do not have benefits or offices and play no role in the affairs of the Department. Since adjunct faculty never teach a full load, a policy of meeting next year's needs in composition with adjuncts would double their present number (two adjuncts for each faculty member) and would cast doubt on the academic integrity of the whole enterprise, even if qualified adjuncts were available, which they are not. Clearly what is needed, in the face of a long-term University commitment to offering courses in Freshman English and related upper-division writing courses for non-majors, is an addition to the regular faculty of the Department: two new assistant professorships at the least.

Programs

The B.A. program for English majors is spare but of high quality. The same can be said of the Masters program in English. They both offer minimal coverage and variety, but they do so at a good level of rigor and faculty involvement. Both programs have resisted flashy, popular, easy courses that (one is ashamed to admit) do exist at some universities in this country. Both programs would benefit from a modest increase in size.

Supporting the composition courses, the Department boasts an exceptionally fine Writing Laboratory. It receives about 3,000 visits a year from students seeking individual assistance, and it is universally respected by faculty and students. The Lab should have twice as much space as it is currently allotted, as well as an increased number of student assistants. Not all students who want to attend are able to find room there.

Relations between the Department and the College of Education are close, continuous, and cordial. The English majors who are also preparing for secondary certification are required to take fewer professional courses than at most other places in the country, and they approve generally of their instruction in education, especially of the practical courses.

This may be the place to mention the superb library at the University of West Florida. It is a source of great satisfaction to the students and faculty, and of support for their educational programs. This is the only University in the SUS possessing a library that seems to satisfy the faculty in English.

Budget

The overwhelming budgetary consideration is the requirement of more faculty positions.

Aside from this major consideration, the Department has apparently in recent years suffered a diminishment in its support staff, from three to one and a half positions, only .67 FTE being devoted to the Letters program, and badly needs additional career service staff now. The Department is apparently charged with elaborate record-keeping in connection with all University students' progress toward meeting graduation requirements in composition, and while the lack of secretarial support does not adversely affect the typing of faculty books and articles, it does affect the support of teaching, advising, managing the Writing Laboratory, and student record-keeping.

The Department has budgetary control over some funds supporting faculty research and travel, funds that are provided by the Office of the Vice President for Academic Affairs though without a fixed annual allocation from year to year. Additionally, that Office, that of the Dean, the Office of Research and Sponsored Programs, and the University Research Committee can supplement the departmental funds at their discretion. The Vice President's Office provides for the typing of faculty manuscripts. These funds and services adequately meet faculty needs, and faculty members are grateful for them, although (for reasons of academic responsibility) they would rather the Department controlled them than the Vice-President or the Dean.

Faculty

The instructional faculty in the Letters portion of the Department is small, eight persons at 6.33 FTE, and has not increased in the four years covered by the Department's report. They are, with the exception of the Director of the Writing Laboratory, who is an Instructor, all tenured, having satisfied strong criteria for tenure and promotion. They represent a variety of academic interests, more rigorous and traditional than avant-garde or experimental. As a group, they have a good record of publication and professional activity, although the publication of books by the Department has been very slow. They are praised by students as good and devoted teachers, and generally constitute the main strength of the programs in English. If, as might be hoped, additions are made to the tenure-track faculty, care should be taken to enhance the variety of points of view and intellectual interests represented in the Department, especially with someone well versed in new movements in literary theory.

Students

The students in both the undergraduate program and the Master's program, while not numerous, are strongly supportive of the Department and the education they have received. The M.A. students have gone on for doctoral work in excellent research universities, and the B.A. students in English Education have been employed in large numbers by schools in the surrounding community. The undergraduates we talked to had all come to the University from community and junior colleges, and they found the transition painless, although challenging. The Department is fully supportive of the University's mission to serve the citizens of West Florida, and seems to be doing an excellent job of meeting their needs, both in the production of teachers and of students well qualified to undertake more specialized studies beyond the region.

Students from abroad, with their special English language problems, are better accommodated here than at most universities in the SUS. The Department offers a regular course in English as a Second Language, and one has the general impression that students who need it find their way to it.

Summary of Recommendations

1. The addition of two full-time faculty positions to increase the Department's ability to meet the demand for elementary writing courses and to broaden its offerings and intellectual points of view in the B.A. and M.A. programs.

2. Encouragement of a modest expansion of the M.A. program, with the aim of finding an increased number of G.T.A.'s to help with Freshman English, and to provide a larger clientele for a more diverse graduate program. The success of the M.A. program to date warrants a modest increase in numbers, aiming for an entering class of, say, 12-15.

3. Adding $500 per section to the stipends of adjunct faculty in English, bringing Instructors to $1,250, and Assistant Professors to $1,400, and Associate Professors to $1,700.

4. Providing an additional secretarial positon to the Department.

UNIVERSITY OF CENTRAL FLORIDA

General

The Department of English offers a B.A. with four separate concentrations (literature, creative writing, technical writing, and linguistics) and an M.A. with concentrations in literature and creative writing. The attention and resources devoted to technical writing dominate one's impression of the Department. The technical writing program has been able to acquire micro processors for its laboratory. Through an exceptional collaboration with the industrial community in Orlando volunteer consultants and lecturers have participated in its courses, and in its effective program for placing graduates in writing and editing internships and jobs.

An almost equally strong impression, however, is that this Department is as poorly supported in terms of faculty positions, support staff, and space as any in the SUS. The higher administration of the University maintains that while English is badly off, the same can be said of the University's overall funding, which lags behind that of the other universities in the System, and that the deficiencies noted in this review are well-known and worrisome to them as well.

About 40% of the sections in English are taught by part-time adjuncts, and still only about 60% of the students enrolled in freshmen-level courses are freshmen; the rest are sophomores, juniors, and seniors, who have had to take their turns in line as part of a massive backlog. The Department is required to turn away upper-division students who would like advanced course work in technical writing, and both the M.A. and B.A. literature programs are able to offer the bare minimum of coverage in essential subjects.

The 23 adjunct faculty in English are given one faculty office to share among them; the Writing Lab is housed in the 8' x 10' office of a faculty member on sabbatical; and one office is shared by the Chairman, two secretaries, and student assistants. A shortage of classrooms requires scheduling according to their availability rather than to student schedules.

Since 1982 the faculty payroll has more than doubled, but the budget for support staff has actually decreased somewhat. Two secretaries still serve 46 faculty (including the adjuncts).

Other essential student services are also feeling the strain of rapid growth, particularly undergraduate admissions and advising. One senior who transferred into the University two years ago received her letter of admission at the beginning of the semester in which she plans to graduate. With a large number of transfer students bringing in a great variety of credits, a University catalogue that cannot quite keep up with rapid changes in graduation requirements, and the inability of departments to offer courses required for graduation at times when students can take them, the obstacles to an adequate advising program and to maintaining an attitude of academic high seriousness are formidable indeed.

Despite these constraints, the Department and its students are enthusiastic about their direction and their possibilities, especially in the fruitful relationship that has developed between the Department and the technical industries in the area. In fact, community relations are as good here as anywhere. The Department has developed an advisory board of representatives from the community (an ingenious model that deserves to be widely imitated) and it maintains close contact with the secondary school English program in Orlando. Its Simply Shakespeare acting troupe (temporarily in abeyance for lack of funds) has made a conspicuous community contribution. It sponsors an annual poetry contest that attracts over 5,000 entries and the publication of The Florida Review, which serves as a vehicle for student writing and provides students with editorial experience.

Program

The undergraduate program is dominated, at least intellectually (and possibly numerically as well), by technical and creative writing. Although the Technical Writing Laboratory is cramped for space, it has a number of micro-computers and a variety of software programs for writing and editing, as well as for more sophisticated operations in design and layout. Students in the writing programs must also take some coursework in literature, and hence the vocational emphasis is tempered somewhat. The literature program is weakened seriously, however, by the Department's inability to mount a sufficient variety of courses with sufficient regularity to give students access to them. Some students observe that they get the same faculty member in course after course.

The M.A. program has been growing, too, and a second concentration, in Creative Writing, is just now being added. The limitation of faculty resources is felt here more painfully than anywhere. A graduate program makes sense in terms of the region's need for advanced training in English studies, but not in terms of the slim resources being devoted to it.

Budget

Most of the problems in the Letters program can be put in budgetary terms. Instructors and adjunct faculty are paid too little; the secretarial staff is inadequate; the travel budget for faculty allows the full-time faculty only $200 per year for travel to meetings; and budget for library acquisitions is insufficient to support the needs of the graduate program.

Faculty

The faculty consists of only 13 tenured or tenure-earning members. Another 10 or 12 are full-time instructors, and 23 are part-time adjuncts. Additions need to be made to both the tenure-earning and the instructor ranks, with a consequent reduction in the Department's reliance on adjunct faculty. A ratio of 13:33 tenure-earning to non-tenure-earning faculty threatens the academic and intellectual integrity of the Department's programs and atmosphere.

Possibly because of the emphasis on teaching rather elementary subjects to large numbers of lower-division students, as well as a large commitment to both the community outside the University and the student community within the Department, the scholarly activities of the faculty have suffered. A greater emphasis on the literature program and on faculty publication, as well as on increased support for faculty travel and research is called for.

Students

The ratio of declared English majors to graduates is even more mysterious at UCF than elsewhere. We find 215 students listed as majoring in English, and yet the numbers receiving degrees in the last three years were 3, 15, and 18, respectively.

The faculty devote considerable thought and energy to advising students and to involving them in the life of the Department. We attended one of the monthly student-faculty seminars, the performance of a sophisticated musical suite, composed by three students and based on King Lear. It was well attended by both students and faculty and was first-rate in every respect.

The students are appreciative of the Department's efforts on their behalf, comparing English most favorably with other departments in which they have had experience. The faculty, quite clearly, enjoy their students.

Summary of Recommendations

1. The University should add appreciably to the numbers of tenure-earning faculty to maintain the integrity of its M.A. program, and should make every effort to convert adjunct faculty positions to full-time instructorships, in an effort to provide adequate numbers of freshman sections that are adequately staffed.

2. A serious effort should be made to meet the space requirements of the Department for faculty offices and for the writing laboratories.

3. Something closer to the University average of support staff to faculty should prevail in English. Forty-Six faculty, 60 graduate students, 215 majors, and 2 secretaries do not make a fair arrangement.

4. More emphasis needs to be put on faculty publication and the scholarly activities of the faculty, with an increase in funding for faculty participation in professional life.

5. Similarly, the Department should put more emphasis on its literature curriculum, as it might well do if regular tenure-earning faculty were available.

6. Improve the library acquisitions budget in English.

FLORIDA INTERNATIONAL UNIVERSITY

General

While the Department of English is not without problems, even some serious ones, it remains overall the department that is coming closest of any in the English portion of the SUS Letters program to meeting all of its objectives. It is a Department with high morale and an excellent sense of its identity and purpose. It is exceptionally well administered, and it enjoys excellent relations with the University administration. One reason for its success, no doubt, is that the Department is not attempting to do more than it can do well. It offers only the B.A. (with three options for emphasis) in addition to its major and varied contribution in service to the University, to other colleges, and to interdepartmental programs within Arts and Sciences.

In its particular situation it has solved the problem of an over-reliance on adjunct faculty in a happy way. It has adopted the policy of hiring full-time, non-tenure-earning instructors, who teach almost entirely in the freshman composition program. The instructors are full citizens of the Department, sharing the administrative duties of the tenure-earning faculty. This is not a solution one would propose for another department in another institution, but here it works well. The Department has seven instructors now, and it could use one or two more.

The most significant single problem in English is (like most of its other problems) one that it can do little by itself to correct: the University library. The collection cannot support even an undergraduate major in English, despite the best efforts of a cooperative and ingenious staff and inter-library loan service. The undergraduates must (under various subterfuges) use the library at the University of Miami. The faculty have library privileges there, but that is not a satisfactory solution either to their teaching needs or to their research needs. A fully satisfactory research library may always (and perhaps appropriately) be out of the question at Florida International. As things stand now, however, consideration of an M.A. in English would be impossible.

The lack of testing, placement, and instruction of students who speak English as a second language is particularly ironic here. The University has conspicuous strength in this area, offering an M.A. in the Teaching of English as a Second Language and also housing a Center for Intensive English in the English Language Institute, which, on a contract basis, offers excellent English language instruction to groups of students and non-students whose sponsors can pay the substantial tuition. Its services are not, however, available to ordinary students at regular tuition rates.

Nor do English majors benefit from University sponsored services in career counselling and job placement. In this case, however, the faculty of the Department does an excellent job.

English has a number of faculty who teach at the Bay Vista campus. It is a superb facility, and their morale is generally high. Although an insufficient number of English courses can be offered for the B.A., English does contribute to the Humanities program, which is a degree program at Bay Vista. An English B.A. in Creative Writing would be a possibility and an attractive program there. The University does not seem to have a firm plan for the development of Bay Vista, and without one it will be difficult for the Department to foresee its own development there, beyond the Creative Writing B.A.

The whole matter of the full use of the Bay Vista campus will require serious attention at the highest levels of the University administration.

Program

The Department has three areas of strength in which its 80 majors can have an emphasis: literature, creative writing, and linguistics. There is also almost enough work offered in film to consider it an emphasis as well. The major program provides a good balance between comprehensive coverage and studies in depth. Its students are extremely pleased with the Department, grateful for the faculty's assistance in making job contacts and for their availability for academic advising.

Two new programs are on the drawing board, both of which the reviewers want to support, an M.F.A. in Creative Writing and an interdepartmental M.A. program (with the Department of Modern Languages) in Linguistics. The M.F.A. is a terminal degree for creative writers, particularly sought by those who wish to be employed by universities. This would be the only M.F.A. program in Creative Writing in the State. The older universities that also specialize in creative writing offer (quite appropriately) a track within the M.A. or Ph.D. programs. FIU does not have that option, and it has sufficient faculty strength and distinction in creative writing to mount an attractive and useful program.

The Department offers the regular academic course work to both undergraduate and graduate students in the College of Education who are preparing for certification in English. Organizationally there are a number of objections to this arrangement. It is an anachronism in 1986 to withhold certification from all undergraduate English majors except those who are candidates for the B.S. degree in education. Since the Department has no academic control over these two programs it finds itself at odds with the one individual in the College of Education who does. A more serious objection, however, is that the Department finds itself out of touch with the English faculty in the public schools in Dade County.

It might be mentioned here that the Department has access to an insufficient number of classrooms at its peak hours of teaching (one of which is 6:15 p.m.). This works a hardship on commuting students who need courses at that hour.

Budget

The budget in English is generally satisfactory. The main problems are (1) a cut in the funding of the Writing Laboratory, which will hamper its operation until restored, and (2) the shortage of about a .5 secretarial position.

Faculty

The main strength of the program in Letters at Florida International is the faculty. The twenty or so tenured and tenure-earning faculty have Ph.D.'s, except for one writer with an M.F.A. Their demonstrated scholarly competences cover all of the fields that need covering in a B.A. program. They participate in a variety of interdepartmental programs outside of the Department, including Humanities, Linguistics, and Women's Studies. The creative writers as a group are experienced, energetic, and young and will serve well to offer the contemplated M.F.A. and the creative writing B.A. at Bay Vista. The only recommendation with respect to the faculty is the addition of one or two instructorships to the seven current ones.

Students

The faculty members in English really like their students. They teach about 1,000 entering freshmen a year and have nothing but praise for their intelligence and the quality of their high school preparation. It is clear that some degree of selectivity is being brought to the admission of lower-division students. Those who begin their work at FIU present a sharp contrast to the students who transfer in from the community colleges--in most cases presumably from Miami-Dade. Some of the transfer students present a problem: it is not quite legitimate to offer them remedial courses nor possible to send them back to the community colleges, nor has it often been possible to lure them voluntarily into the Writing Laboratory.

There is little contact between the Department and its opposite numbers at Miami-Dade. This can be explained in part by the Department's isolation from the practical aspects of teacher education. At any rate, the problem of conspicuously poor quality in transfer-student writing has not been reported by other colleges in the SUS, and at FIU it applies mainly to the students from this one college.

Summary of Recommendations

1. Some major attention needs to be directed to the collection in the University Library of books and journals applicable to English studies.

2. Approval should be forthcoming for the M.F.A. in creative writing and the interdepartmental M.A. in Linguistics.

3. A new look needs to be given to teacher education at FIU. The English Department should play a larger role in both the TESOL Masters degree and the Bachelor's and Master's program for secondary English teachers. Certification (provided that the student has taken appropriate professional Education courses) should be readily available to B.A. and M.A. students in English. Provided that some reorganization and reassignment of responsibilities is accomplished, the Department must be encouraged to develop strong ties with the English faculty in the Dade County schools and the Community College.

4. The Writing Laboratory should be fully funded.

5. The Center for Intensive English should receive a subsidy in order to extend its programs to ordinary students in the University who have not yet mastered the fundamentals of the English language.

6. Without abridging existing Departmental efforts, the University should provide assistance both in maintaining contact with alumni and in the job placement of English graduates.

UNIVERSITY OF NORTH FLORIDA

General

The Department of Language and Literature offers the B.A. in Literature and the M.A. in English. In addition, the Department offers a B.A. in Communication that does not fall within the purview of Letters. The University is the youngest and the smallest of the nine, and has admitted lower-division students for only two years. The M.A. in English was begun in the current academic year. Youth, growth, and potential are the outstanding features of the Letters program at UNF, with the strengths and limitations that accompany them.

The central University administration seems seriously dedicated to the importance of the humanities and the other liberal arts disciplines, and to the idea that the lower-division will contribute to the health of the arts and sciences.

The faculty in Letters is particularly strong, and in some ways unconventional. All have Ph.D. degrees, and while excellence of undergraduate teaching is their primary institutional mission, they have high expectations of themselves in publishing and research. The English faculty has more than doubled (from six to thirteen) in two years. Even that has not kept pace with a three-fold increase in SCH produced by the Department. Of the seven new Assistant Professors, five are women, bringing a good balance of gender to the faculty. The new appointments are exceptionally promising young scholars, having come to the University from graduate study at the best research centers in the country.

This quick growth of the full-time faculty has produced two distinct faculty entities, the older, tenured, faculty who have been in the Department almost from its founding, and the newcomers. Although the Department is not large, its sudden change of character will require new arrangements in faculty governance and a new understanding of departmental purpose and character.

Growth has also left the Department critically short of administrative and storage space and of word processing, typing, and duplicating equipment. The need is so pressing that even the students commented on it to us.

Growing pains are felt, as at other universities and in the SUS at large, especially in the lower-division. Currently twenty-four individuals are employed as adjunct faculty, and without additions to the permanent faculty in English the number and the proportion of courses taught by adjuncts will surely increase. This year they are teaching 50% of the Freshman English sections and 25% of the sections of the required sophomore literature course. The adjunct faculty do not have offices in the same building as the English faculty, and are perceived as an unknown and alien presence. This is a situation that should not be allowed to continue into the long run. More full-time faculty are needed, more space to house them and the administrative services of the Department, and more equipment to process words (the main business of any department of English).

The Department has good relations with several segments of the larger Jacksonville community, and one gains the impression, subjectively, that the community will be an eventual source of considerable support for the University. They seem well suited to each other.

One proof of this forecast is the success the University has had in attracting students to its newly opened lower-division. Admissions, however, seem to be a bit out of control, with more students appearing than were planned for. With lower-division enrollments exceeding the planned numbers by as much as 5 to 3, academic hardship in Freshman and sophomore English courses would have been impossible to avoid.

Other centralized student services in addition to admissions will also inevitably change in character with the new lower division. The Skills Center is one of these. It is not understood by the faculty in English, who should have an immediate concern with the functioning of a reading/writing laboratory, a facility that in most universities is under their academic and administrative supervision.

With academic retrenchment resulting from declining enrollments a spector in some sections of the country, the pains and disorganization of growth are not an unwelcome sight--as long as one can look forward to a period in the near future when things come under better control. Some adjunct faculty may always be an economic necessity, but the lower-division students will be badly served if those are the only writing teachers they have and if the adjunct faculty are not made to feel both the responsibilities and rewards of citizenship in the Department, where they can continue to learn and grow as teachers.

Program

The course offerings in English are solid and conventional. The program would benefit from a greater variety of writing courses--from a beginning course in creative writing through upper-division courses in technical writing and advanced exposition. Also welcome would be more courses in a single author or a few authors, as options to broader surveys. And courses in the newer, more socially oriented aspects of literary study and literary theory would add strength to the undergraduate program. Teaching in the Department is rigorous and professional, and the faculty has the intellectual resources to undertake a more innovative curriculum.

The new and promising and badly needed M.A. program has minimal academic resources, with only two courses a semester currently being offered. The small faculty is simply stretched too thin to do the level and variety of work of which they are capable. The graduate students are interested in creative writing. This is an area, too, in which the Department can expand and consolidate its already good relations with the community outside the University.

The Freshman English course is well conceived and administered, although it would benefit from fuller participation by the senior faculty, if they had the time. The course might also gain in effectiveness if it were in closer touch with the Skills Center.

The faculty do not participate as fully as would be ideal in the academic advising of students. In the past, that activity had been centralized as the responsibility of one faculty member. Rather than spread the duties out among all of the faculty when the Department could no longer afford to maintain this position, the academic advising was turned over to a still further centralized office at the College level. The Department no longer has the personnel or staff support necessary for reclaiming this important academic responsibility.

Relations with the College of Education, with which the Department shares responsibility for training secondary English teachers, are cordial and productive. The Department also has good relations with the public schools, and they are getting even better, now that the M.A. program is bringing some teachers into UNF English classes.

Budget

Aside from the extreme need for increased faculty resources, the greatest budgetary need is for equipment. The Department does not even have a mimeograph machine. It needs one or more micro-computers for word processing (at the moment it has none), and it needs more than its single electric typewriter. Its OCO budget over the last several years has stood at $0, with the purchase of equipment a possibility only if extra funds become available elsewhere in the University. Similarly, travel funds are budgeted at $0, although, again, they sometimes become available. These budget items should, if possible, be normalized for planning at the department level.

Faculty

This excellent faculty, known for its good teaching, professional activity, and service to the University and the community, badly needs augmentation. Another creative writer in fiction might be the highest priority. A specialist in the teaching of writing might be next, both to assist the Director of Freshman English and to establish a greater variety of upper-division writing courses. This would be an especially appropriate development with the advent of the M.A. program, in which are enrolled several teachers and prospective teachers.

The large number of adjunct faculty is a worry, and some plan for incorporating experienced writing teachers (even without the Ph.D.) as more or less regular members of the faculty, as is done quite happily at Florida International and the University of Central Florida, might be a possibility worth consideration. Bringing them into physical proximity of the English faculty and into a relationship of collegiality should be a high priority.

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Students

The students we met were enthusiastic about the generally very high quality of instruction they had received and sympathetic with the hardships of the Department. They are aware, for example, of the very limited number of courses for M.A. students and of the serious lack of equipment. The average age of the students has been in the high twenties, but that is likely to change soon. They are serious, mature, and in a position to be helpful to the Department out in the community. The faculty, in turn, are appreciative of the experience and commitment of these students. The Department is doing a good job of serving the needs of its region.

Summary of Recommendations

1. The addition of at least two, preferably three, full-time faculty in the English program.

2. The funding of departmental equipment purchases on a regular basis.

3. The reorganization of space to provide adequate office and storage space for the departmental administration, for new faculty, and for adjunct faculty, all in the same vicinity.

4. Regularizing the admissions procedures sufficiently to provide for adequate academic planning at the lower division.

5. Bringing the operation of the Skills Center into closer liaison with the English faculty.

6. Opening the undergraduate curriculum to a wider variety of approaches to literary study and to advanced writing.

7. The establishment of committees or other devices in the governance of the Department to assist the Chairman in planning and in managing the large number of separate programs under his supervision, including the academic advising of majors and the regular publication of full course syllabi prior to registration.

THE REPORT ON CLASSICS

THE UNIVERSITY OF FLORIDA

General Findings:

A report on the University of Florida's Department of Classics must begin with praise. The Department has a clear sense of its role and mission, a collegial spirit, a sense of responsibility to students and to the profession, and a record of excellent relationships with other departments at Gainesville.

Role and Mission

Most academic departments suffer from trying to be all things represented by their discipline. The Classics Department at Gainesville has for years avoided this debilitating urge. Under the leadership of its long-time chair, classics has clearly identified an appropriate role for itself: service to the large undergraduate student body at Gainesville, with its emphasis upon professional schools; the development of solid language programs for majors; the resurrection of an M.A. program in Latin, aimed primarily at high school teachers; outreach to and stimulation of the burgeoning Latin programs in Florida's high schools; and professional service, including research.

Because of its adherence to this clear sense of mission, the Department has been remarkably productive and successful over the past decade. Enrollments have mushroomed and the faculty has acquired an excellent reputation for its teaching abilities. The Dean has responded favorably to the Department's performance by adding new faculty positions as they are warranted, the last two in the current year, and by treating the faculty as well as possible in salary distribution. The relationship between the Dean and the Department is ideal: the Dean knows the faculty personally and respects and rewards its accomplishments; the faculty trusts the Dean.

Collegial Spirit

Departmental members get along exceptionally well with one another. There is no sign of dissension or subterfuge. Quite the contrary: working relationships are among the best I have seen in units of comparable size. There is also a remarkable sense of informal ease in governance, planning and decision making. Democratic practices are the rule, but there is an almost complete lack of documents, procedures, rules and the like. Faculty members take their responsibilities seriously.

There is no doubt that the chairman has played a major role in creating this atmosphere of trust. He has mastered the art of governing without appearing to govern. There is apparently no term to his position, by tacit consent of both Dean and faculty. Everyone benefits from this arrangement, and I see no reason to alter it in the near future.

Responsibility to Students and to the Profession

The faculty have taken upon themselves teaching loads which are, by the standards of the profession, burdensome if not excessive. They have done so in order to meet student demand. I find this extra service commendable, and I am pleased to see the Dean reward it with new faculty lines and some T.A. help.

Not only have faculty members voluntarily added formal courses to their workloads, but they spend considerable time in advising and counselling students outside of class. Several of them are active in creating and developing relationships with high school Latin teachers and with the Florida Chapter of the Junior Classical League, the nation's largest. This kind of activity pays handsome dividends in the general education of the State's youth.

In addition, the faculty takes an active role in the classics profession. Members frequently give papers at national meetings, preside over large regional associations, assist in editing journals and conduct and participate in programs in Greece and Italy. Much of their research is pedagogical rather than scholarly; indeed, they have achieved a good balance between the two. These are practicing professionals.

Relationships With Other Departments

Classics has steadily developed good ties with related departments such as history, art, anthropology and philosophy. This is an important task for any Department of Classics, given its interdisciplinary nature, but it is particularly important at Gainesville. The Department is still relatively new and small, and is surrounded by powerful cognate programs such as Anthropology and the emerging Medieval Studies. The Classics Department can offer only a few civilization courses on its own; it must rely upon related departments for many offerings in ancient history, art, philosophy and culture. The recent grant from NEH for the development of interdisciplinary courses with the professional schools has produced good results, among these a few continuing courses such as "The Ancient City." The arrival of a new ancient historian in the History Department is welcome, as is the anticipated appointment of a new archaeologist in Classics. Both should strengthen interdepartmental ties and have positive curricular impact. Classics Departments should stand at the center of humanistic studies and stimulate interdisciplinary research and teaching. The Gainesville Department shows strong signs of fulfilling this function.

Other Points:

1. It is unusual to find a vibrant program in Modern Greek within a Classics Department. At Gainesville, the success of the program is based upon the development of the Center for Greek Studies, a relatively new Type II Center. The Center offers a certificate program and a number of courses, but a good deal more: the center has been a means of developing ties with the substantial Greek community in Florida, and of attracting funds to the University. Such outreach, like that to high schools, helps to broaden a department's vision of itself.

2. With growing high school demand for Latin, especially in the South, it is critical for the profession to train far more qualified teachers than before. The University of Florida should take a major role in the preparation of Latin teachers in the state. The recent reinstitution of the M.A. in Latin is aimed primarily at meeting this need, as it should be. There appears, however, to be an ineffective, if not unfriendly, relationship between the Department and the College of Education at Gainesville. This situation is apparently not unique to the Classics Department, but it is particularly damaging in Classics, given the urgent need for producing high school Latin teachers. It should be possible for

a baccalaureate student in Latin to receive teacher certification easily and efficiently through maximum cooperation between Classics and Education.

3. The Department has very large classes in civilization courses. They are a source of justifiable pride to the faculty and Dean, but they begin at a certain point to suffer from a pedagogical problem. Huge sections mean no papers, no essay questions on exams, no class participation. It is, of course, always tempting at large universities to run a number of these service courses for non-majors. But they should at least have sections once a week for discussion and the writing of papers. In order to provide such opportunities, the Classics Department needs more OPS funding. There is now very little T.A. support for a program that produces so many student credit hours per faculty member. More Gordon Rule courses seem warranted in a Department whose faculty are clearly excellent teachers.

4. Faculty performance in research is good considering the library's holdings, which are mediocre. The new addition of the Marg Collection will be of great help to faculty and students, but it will still be difficult to complete most research projects in Gainesville. Journal holdings are insufficient and there are surprising gaps in even basic monographs. In addition, cataloging and binding are slow, and the library is not conducive to quiet study for faculty or students.

5. Faculty development is rather impressive, though (or perhaps because) it is handled informally. Opportunities for travel to professional

meetings, as well as to programs abroad, are relatively plentiful. It is possible for professors to have a semester free of coursework under special circumstances. Freedom to develop and teach new courses is substantial.

These possibilities exist in spite of a poorly funded sabbatical program and a restrictive College budget. The Chairman of Classics is adept at arranging special "deals" for the faculty, who clearly deserve relief from rigorous teaching schedules whenever possible. This is a group which makes excellent use of opportunities for professional development.

Recommendations:

The Department of Classics has made remarkable strides since its formal inception ten years ago. It will soon have 10 full-time faculty members; it attracts very large numbers of students to its service courses; it runs small but effective Latin and Greek programs, primarily for majors, with a newly-conceived sequence of offerings; it offers an M.A. (revived three years ago) in Latin, aimed appropriately at the growing need for high school teachers; it has an excellent reputation for teaching; it is establishing a fine record of service to the profession.

With the anticipated arrival of two new faculty members, one a senior-level Latinist of distinction, the Department will have achieved a certain maturity and stature. Now is a good time to consolidate the gains of the past few years and to plan for the future. For the purpose of consolidation and planning, I offer the following recommendations:

1. The Department should gradually develop a more formal governance structure. I realize that this suggestion creates the danger of tampering with a good thing; but if it can be accomplished carefully and with everyone's participation, it will probably prove useful in the long run. The Department will soon be of sufficient size and complexity to warrant clearly defined working procedures and governance. Such guidelines can be developed over a lengthy period of time, as new members arrive and the Department adjusts to their presence.

2. The Department needs an attractive seminar room, furnished with basic texts and secondary works. The room would serve several functions: a classroom for graduate and senior-level seminars; a common study area for grad students who badly need a quiet work place where they can aid and stimulate one another; a meeting room for the faculty.

3. The Department should consider the development of a minor program in Classical Studies or Civilization. Such a program could take advantage of the close ties among Classics, History, Art, Anthropology and Philosophy. It would furnish students with an opportunity midway between the large introductory courses in classical civilization and the Greek and Latin curriculum. It would also stimulate interdisciplinary seminars, visiting lectures, conferences and the like. I understand that the University is contemplating the revival of officially recognized minor programs. This would be a good place to start.

4. The Department should work with the Dean to increase OPS resources. More T.A.'s are needed to help staff the beginning language program and to allow small sections within the huge lower-division lecture courses. I realize that the Dean has recently committed new T.A. positions to Classics, but departmental enrollments warrant more, particularly if the University is to respond adequately to the intent of the Gordon Rule requirement.

5. The Department should collaborate with the Dean to improve working relationships with the College of Education. Given the urgent need for the preparation of more Latin teachers, it is essential that the University offer an attractive and bureaucratically easy route to certification for interested students. It is inexcusable to allow structural or personnel barriers to stand in the way of effective and efficient preparation, particularly now, when public attention is focussed clearly upon the quality of education.

6. The Center for Greek Studies has made excellent progress the last few years and fulfills a significant function. A similar Center has recently been formed at the University of South Florida. Before these two Centers begin to bump into each other and to cause problems for one another, an agreement to coalesce, collaborate or at least coexist peacefully should be reached. I suggest that at least two members from each Department meet to discuss issues and reach an accommodation. I shall make the same recommendation for the Tampa Department.

7. I see no reason at this time to initiate a Ph.D. program in Classics at the University of Florida, or at the other universities in Florida. I think the Department is best served by concentrating its energy upon the undergraduate and master's programs which are developing so rapidly and so well. I applaud the faculty for its sense of role and mission, its commitment and its progress.

FLORIDA STATE UNIVERSITY

General Findings:

The Classics Department at FSU is at an important crossroad. While the faculty are individually sound and productive, the department is in danger of losing its sense of common purpose and mission. Classics has no clear direction, and morale has suffered to the point where it is difficult to identify and implement common goals. Given the quality of faculty and of departmental tradition, recovery seems possible, but it will require vigorous collaboration among the Department, the Dean, and the upper administration to achieve it. An historical perspective might help to clarify the current state of Classics and to suggest means of improving its condition.

In the early 1970's the Classics Department had 10 faculty positions, thriving Greek and Latin enrollments, rapidly growing courses in classical civilization, and a cadre of excellent Master's students. Faculty members were, and believed themselves to be, in the mainstream of the University and of the profession. FSU had a strong set of humanities departments, a good library, and clear standards for professionalism. Classics programs nationally were on the rise, were resurrecting the study of Greek, and were helping to stimulate the revival of Latin, even at the high school level. FSU's Classics Department contributed effectively to this renaissance by broadening its curriculum, by appointing new assistant professors to offer courses in mythology and archaeology as well as in the languages, and by training Master's students to teach Latin in Florida's high schools. There was considerable talk of initiating a Ph.D. program.

In 1986 the picture is quite different. Classics has six full-time (or nearly full-time faculty members in residence, two half-time professors, and one professor who spends each year in Italy directing the University's Florence program. Latin enrollments are reasonable, but have declined about 50% from a decade ago. Greek enrollments have plummeted to the point where second-year classes frequently have fewer than five students (falling Greek enrollments are a national phenomenon, but are particularly precipitous at FSU). The Department feels it can no longer offer large lecture classes in classical civilization, partly because of the Gordon Rule, partly because of the unavailability of adequate classrooms, and partly because of insufficient staffing. The quality and quantity of graduate students have declined dramatically. Some faculty members think a Ph.D. program will help to solve problems, others do not.

Most faculty members in the Department now were in the Department ten years ago. They have a sense of loss, of decline. They continue to teach well, but they have fewer students. They continue to do good research, and to edit professional journals, but do not feel they work in a vibrant intellectual community. They continue to visit high schools and to participate in statewide meetings of the Junior Classical League, but they see few results in recruiting Latin students to FSU.

The faculty has tried to find solutions to these problems, but has not reached consensus. Some problems are externally imposed, some are generated internally; in some cases the sources are intertwined. The result is frustration, low morale, and a certain inertia. Everyone is adept at perceiving and analyzing problems; no one has answers. Most of these same difficulties were identified in the last Board of Regents report seven years ago. Very little has changed, except that frustration is more palpable. The administration bears some of the responsibility for the continued slide, given a written record this old and a decline in morale this long.

Additional Observations:

In order to make suggestions for improvement, I should like to make some positive observations about what the Department is and does.

1. This is a good faculty. Students are unanimous in their praise of the Department's teaching and advising. Most faculty members have loyal followings, are accessible to undergraduate and graduate students, and care about teaching well.

   Most are also productive scholars. They use the library, which is reasonably good, to conduct research into major literary and historical problems. I would term the scholarly record of the faculty solid. They also contribute to professional organizations, particularly at the regional and state levels.

2. The Department's relationships to cognate programs are excellent, particularly in the cases of Religion and Humanities. Two members of the Department of Religion have courtesy appointments in Classics and contribute substantially to its offerings and vitality. The two departments recently created a joint B.A. major. Classics has good access to the Program in Humanities and hence to Ph.D. supervision. The faculty in archaeology have established strong ties to Art History.

3. The Department has developed a strong program in Classical Archaeology, supported by an established chapter of the Archaeological Institute of America and by a recently created archaeology club. Archaeology students are quite enthusiastic about the program and the faculty is planning a discrete track in the undergraduate major. The fact that a member of the Department directs FSU's Florence program, and the continuing excavation in Cetamura provide excellent opportunities to students to study and work in Italy. The Classics Department thus contributes effectively to the intellectual expansion of the University.

4. Classics takes the Gordon Rule seriously and produces fine instruction in composition to FSU students. While this approach to an externally imposed requirement creates difficulties in staffing, it illustrates departmental dedication to general education and deserves recognition. The Department also contributes heavily to the Honors and Humanities programs and thus reaches first-rate students in special pedagogical environments.

Recommendations:

It is essential for the Department to work together, and with the Dean and higher administration, to develop a clear, realistic sense of its role and mission within the University. The faculty must reach a consensus on the goals it should set in order to fulfill that role and mission, but such goals need the support and approval of administrators who provide the resources that make plans feasible. In my view, hard decisions are required since the

Department does not now have, and is not likely to acquire, the resources to do everything it wants. In addition, faculty members disagree rather strongly on what can and should be done. For a number of reasons, these difficult choices have not been made for many years. It is incumbent upon the faculty, the Dean and the Vice President for Academic Affairs to confront these issues in the near future. The potential resignation of the chairman renders the need for realistic goal-setting still more urgent.

From my limited exposure to FSU, I conclude that the Classics Department is not unique in facing difficult decisions. The University has over the past decade lost a number of faculty lines, has seen its funding base eroded, and has approached retrenchment through an overreliance upon committees, which generally avoid rather than solve problems. The campus has suffered from a lack of academic vision and planning. It is possible that the strategic planning process underway this year will correct this deficiency. I certainly hope this will be the case for the Department of Classics, but it will require a combined and constructive effort by the faculty and the administration.

I offer below some suggestions for the shape such planning might take. The faculty and administration may make other choices, the critical need is for the issues to be confronted and the decision to be made, and soon.

1. In my view, the Department should concentrate its energy on two programs, undergraduate and Master's (Latin). The institution of a Ph.D. program makes no sense: the nation does not need it; the University cannot fund it; the Department cannot staff it. I applaud the recent decision to discontinue the M.A. program in Greek.

2. The bachelor's program should be oriented primarily, but not exclusively, to service. The undergraduate program should comprise:

    a. several large (75-250) classes at the lower-division level aimed at non-majors, e.g., mythology, etymology, art and archaeology (problems such as inadequate lecture halls and Gordon Rule requirements must be overcome by the faculty and administration working in concert).

    b. several medium-sized (15-60) courses at the upper-division level aimed at both majors and non-majors, e.g., epic in translation, Greek tragedy in translation, Greek and Roman history, Greek and Roman art and archaeology. (It is possible that the Department currently tries to offer too many of these courses--an assessment is needed).

    c. beginning Greek and Latin, and second- and third-year Greek and Latin when warranted. Such decisions are difficult and a matter of judgment. There is, in my view, no sense in a Department's offering language classes to two or three students as part of a faculty member's regular load. This is not a good use of resources. Overload teaching of such classes is possible, admirable and effective.

    d. a discrete B.A. track in Archaeology, but one requiring at least three semesters of one classical language (as should the current major in Classical Civilization--students feel very strongly that the lack of a Latin or Greek requirement in the Classical Civilization major is a serious error).

3. The Master's program in Latin should have as its primary purpose the training of Latin teachers. Florida needs them to meet the growing demand for Latin the high schools, and to maintain the flourishing chapter of the Junior Classical League, the nation's largest. It is difficult, I know, to find students interested in high school teaching. I suggest that the University administration work with the faculty, not only of Classics but of all the basic disciplines, to create a program designed specifically to attract good students into teaching. Counseling, advertising, data collection, visits to superintendents and principals, all require resources and incentives. Otherwise, faculty members will not and cannot take on these responsibilities. It is incumbent upon the administration to create opportunities for faculty to play a major role in recruiting, educating and placing teachers. The College of Education should play a supportive role.

   A secondary purpose of the Master's program should be to prepare particularly intelligent and motivated students for Ph.D. programs elsewhere. Such students are not numerous, but FSU's Classics Department can and should serve them. It is doing a good job in this area already.

4. The University must find a means of increasing T.A. support. Salaries for T.A.'s are so low as to be completely uncompetitive, and students

must pay tuition and fees from their income. This is a serious problem in the eyes of faculty and students alike: it hampers recruitment and retention of graduate students, including potential high school teachers.

5. Teaching assignments need to be made by the chair of the Department, based upon a careful assessment of needs and resources. Such assignments cannot be left to individual discretion or taste. Once the Department has identified it role and mission, that concept must govern work loads. Differential workloads are worthy of consideration, though they must be carefully designed with a positive intent. Some faculty members should have lighter teaching assignments in order to complete significant research or service; others, inactive in research, should take heavier teaching loads but be rewarded appropriately if they carry out their assignments effectively. Everyone must contribute significantly to the mission of a department which is understaffed and underfunded, as this one is.

The Dean and Department will need to construct a fresh agenda soon, particularly if the current Chairman resigns this year. The Classics Department must not be allowed to drift. Commitment and compromise are required to solve the problems that have beset Classics for a decade or more. The faculty is too good to waste its talents in inertia and confusion, and the University's tradition in the humanities is too long and strong to let it do so.

THE UNIVERSITY OF SOUTH FLORIDA

General Findings:

The Classics Department at USF represents a recent development within a relatively new University. Classics only became a discrete program within Foreign Languages in 1981, and reached departmental status in 1985. It has grown from 1½ FTE faculty in 1978 to about 4 FTE in the current year. Enrollments in Classics have soared during the last several years, as the faculty has begun to offer civilization courses such as mythology and Greek and Roman literature in translation. The Department recently initiated a Center for Greek Studies that has already increased visibility and raised significant external funding. A new Cooperative M.A. program in Latin, being developed in conjunction with the University of Florida, will provide access to graduate courses for high school teachers in counties surrounding Tampa.

All of these developments are positive, some of them remarkable. They reflect well on the faculty, particularly those who have formed the core of the program for nearly a decade. There is enthusiasm among students, both undergraduate and Master's, which reflects well upon the faculty's commitment to teaching. In addition, the administration at both the Dean's and Vice President's levels knows and supports the Classics program.

Given this background of rapid growth, now is a good time to take stock of what the Department is, and what it should be five to ten years from now. Much of the expansion has resulted from good fortune in the form of local talent that has voluntarily, or for less than standard remuneration, served in part-time or visiting positions. The Department needs to consolidate its gains. It also needs, with the help of the administration, to sort out the curricular confusion resulting from the fact that many departments, in several colleges, offer Classics courses. Finally, the University must address the problems created by having four colleges deliver instruction in Arts and Sciences disciplines. Classics offers a good test case for such problem solving: it is an interdisciplinary subject at the heart of the humanities, and should be treated as such. The current structure at USF precludes many traditional and important departmental functions, and produces serious confusion among students.

Given external factors, USF has much to gain from adopting a strategic plan for its Classics Department. Latin enrollments in Florida's high schools are extremely high and still moving upward. The state has the nation's largest membership in its chapter of the Junior Classical League. Public pressure for quality education has reached a peak, and many parents quite properly see Latin as a means of improving English skills and even College Board scores. Population growth in the Tampa area and in southern Florida generally make USF a natural center for the preparation of teachers. It is critical, not only for the Classics profession, but for the next generation of Floridians, that USF not miss this opportunity to make a long-term improvement in general education at both the high school and college level. Later in this report I shall make suggestions for the shape the strategic plan might take. The University may not want to accept each suggestion, but it should, in my view, formulate a clear plan and begin implementing it soon.

Additional Findings:

1. The Classics Department has a fine record of service to the profession. Faculty members have served effectively in major roles within regional and national associations. The Classical Association of the Middle West and South, a large and active group, will hold its annual meeting at USF in April of this year. Departmental contributions to the Junior Classics League and to the Latin Forum are substantial. General outreach is impressive, particularly given the small size of the faculty.

2. Library support for the program is quite poor. Holdings are thin in most areas, not just for research, but even for upper-division teaching. There is no need to develop a true research library in classics, but holdings should include basic texts and secondary works.

   Students do not see the library as a place in which they can work. It is too noisy and congested. Since the Department of Classics has no real study space either, students work almost exclusively at home. Interaction among students is thus minimal, a real drawback in a discipline as difficult as classics. A small seminar room would be a great addition for students and faculty alike.

3. Several faculty members are heroically teaching Gordon Rule courses in huge sections with minimal grading assistance. This sort of commitment deserves recognition and reward, but in the long term it serves neither the faculty nor the students well.

4. The Department has one half-time secretary, and a very small budget for supplies and expenses. As a program with many large service courses, Classics is not well supported. The strain on faculty time is severe. With virtually no sabbaticals available to them, faculty members are likely to wear down, particularly since they are so conscientious about teaching, service and research.

5. The faculty's research record is impressive, especially in light of its other burdens and an inadequate research library. The University recognizes the Department's quality, but should make every effort to continue doing so, particularly in terms of infrastructure support.

6. There is a strange melange of teaching responsibilities between the Classics and Religion Departments. I understand that this situation has historical roots, but it no longer makes much sense, even if it once did. This is only part of a larger curricular problem I have already mentioned, but this aspect of it requires immediate attention from the Dean. Students are genuinely baffled by classics offerings in Religious Studies, especially in junior-level courses in ancient civilizations, including Greece and Rome.

Recommendations:

1. The University is currently developing a core curriculum across school and college lines. I applaud this initiative, but another, more ambitious project is urgently required in my opinion: a restructuring of the

four colleges with liberal arts components. It is not within the purview of this report to take detailed recommendations on so broad a matter, but I feel it necessary to make an observation. The division of the liberal arts into four distinct faculties and student bodies is academically unsound. The classics curriculum should serve as an important example: language and literature are taught in one college (albeit in at least three departments), ancient art in a second, and ancient history in a third. Furthermore, the colleges are physically separated from one another by substantial distances. Only the most mature students can perceive the unity of the Classical world and the Western tradition under these conditions. I believe that action is required at the level of the Vice President for Academic Affairs, who needs to work with the faculties in the humanities to restore some curricular order.

2. The classics faculty should prepare for the administration an inventory of courses at USF treating the Greco-Roman world. When the list is complete, an analysis should be made with a view towards creating greater curricular coherence. This is not to say that the Classics Department should teach all such classes. It cannot and should not. But the current balkanization should be fully exposed and then to some degree corrected. The exercise would be instructive as a small-scale example of the problems (and perhaps their solutions) I described in Recommendation #1.

3. The Department and the Registrar's Office should collaborate each summer to identify and communicate with all incoming freshmen and transfers who

have taken Latin. Every effort should be made to inform these students of the Department's presence on campus and its offerings, particularly the ones that fulfill College requirements.

4. Departmental representatives should meet soon with their counterparts in Gainesville to discuss relationships between the two Universities' Centers for Greek Studies. Both Centers are useful and productive, but they need soon to collaborate on a common plan. Otherwise, competition, which will almost certainly be unhealthy, is inevitable.

5. The Department needs greater infrastructure support, particularly more secretarial help, a seminar room, more TA's and graders, and more maps. I realize that resources are scarce and there are many other shortages elsewhere, but this Department is producing many services at a very low cost.

6. As I mentioned at the beginning of this report, now is an opportune time for the faculty and administration to draw up a long-range plan for classics. The plan should include a clear mission statement, which must emphasize a service role, given the nature of USF, but which should include a small major program. The M.A. in Latin offered cooperatively with the University of Florida should be encouraged, and should probably be slated for expansion and eventual independence. I do not favor the creation of a Ph.D. program in classics for any of the Florida universities, or for any combination of them. The classics profession has no

need for more Ph.D.-granting institutions; it does have a serious need for more high school Latin teachers.

Once a role and mission statement is adopted, a strategy can be developed for achieving goals. Potential growth of the faculty can be debated, following analysis of enrollment increases in recent years. Departmental governance should also be addressed, as should relationships with other cognate departments. A good plan will ensure that the Classics Department can consolidate its recent gains and reach maturity in an effective manner.

APPENDIX A

CONSULTANTS

LETTERS PROGRAM REVIEW

Consultants

Lead Consultant -- English	Dr. Robert Kellogg Department of English University of Virginia Charlottesville, VA 22903
Lead Consultant -- Classics	Dr. Hunter Rawlings Vice President for Academic Affairs University of Colorado Boulder, CO 80309
Faculty Program Consultant	Dr. Fred Standley Department of English Florida State University Tallahassee, FL 32306
University of South Florida	Gunnar Boklund Department of English University of Denver Denver, CO 80208
Florida A & M University	James Hill Department of English Albany State College Albany, GA 31705
University of Central Florida	O. B. Hardison Department of English Georgetown University Washington, D.C. 20057
Florida International University	George Garrett Department of English University of Virginia Charlottesville, VA 22903
University of West Florida	O. B. Hardison Department of English Georgetown University Washington, D.C. 20057
University of North Florida	F. Russell Hart Department of English University of Massachusetts at Boston Boston, MA 02125

Letters - Consultants (Continued)

Florida Atlantic University	Carol Marsh Department of English Georgia State University Atlanta, GA 30303
University of Florida	Robert Scholes Department of English Brown University Providence, RI 02912
Florida State University	John Gerber Department of English Iowa Center for the Arts University of Iowa Iowa City, Iowa 52242

APPENDIX B

CONSULTANT VITAS

ROBERT KELLOGG

I. Biographical Information

Born: Ionia County, Michigan, September 2, 1928

Education: AB University of Maryland 1950
AM Harvard University 1952
PhD Harvard (English) 1958

U. S. Army, 1954-56

Employment: University of Virginia, 1957-present

Instructor, 1957-59
Assistant Professor, 1959-64
Associate Professor, 1964-67
Professor, 1967-present
Chairman, Department of English, 1974-78
Dean, College of Arts and Sciences, 1978-85
Principal, Monroe Hill College, 1985-present

Professional Activities:

President, North Carolina-Virginia College English Association, 1970
President, Southeastern Renaissance Conference, 1972
President, South Atlantic Modern Language Association, 1975
Chairman, Committee of Examiners for Advanced Placement English, CEEB, 1973-76

Phi Beta Kappa (Local President, 1981-83)
Guggenheim Fellow, 1968-69

II. Bibliography

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University Press, 1965, pp. 66-74. [German translation in Oral Poetry, edd. Voorwinden and de Haan, Darmstadt, 1979.]

3. Edmund Spenser, Books I and II of The Faerie Queene, ed. with Oliver Steele. Odyssey Press, New York, 1965.

4. (With Robert Scholes) The Nature of Narrative. Oxford University Press, New York and London, 1966. [Italian translation, 1970; Portuguese translation, 1978.]

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8. "Scylla and Charybdis," a chapter in James Joyce's Ulysses: Critical Essays, edd. Clive Hart and David Hayman. University of California Press, 1974.

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14. "An Evaluation of the Yale-New Haven Teachers Institute," in Teaching in America: The Common Ground, A Report of the Yale-New Haven Teachers Institute (College Entrance Examination Board, 1984).

HUNTER R. RAWLINGS III

Princeton University, Ph.D. in Classics, 1970

Woodrow Wilson Fellow

NDEA Fellow

NCAA Graduate Fellowship winner (declined)

Haverford College, B.A., 1966, Honors in Classics

Norfolk Academy; graduated second in class, 1962

Administration

Acting Vice President for Academic Affairs and Dean of the System Graduate School, University of Colorado, October 1984 - Present

Chief academic and administrative officer of the University-wide Graduate School, with general responsibility for coordination of undergraduate programs as delegated by the President. The University of Colorado is a multi-campus system with general campuses in Boulder, Colorado Springs, and Denver, and a Health Sciences Center in Denver. The four campuses enroll some 37,000 students, of whom 10,000 are seeking advanced degrees.

Associate Vice Chancellor for Instruction, University of Colorado, Boulder, 1980 - 1984

Principal responsibilities were to chair Program Review of all academic units, oversee undergraduate education on the campus, direct the Summer Session, and assist the Vice Chancellor in making resource and personnel decisions affecting the nine schools and colleges at UCB. Supervised the Division of Continuing Education, ROTC units and the President's Leadership Class.

Chaired the Department of Classics (1978-80) and directed the University's Summer Hellenic Institute in Greece (1973).

Chaired the College of Arts and Sciences Committee on Evaluation and Restructuring, the University Committee on Tenure Policies, the campus Program Review Panel, and the campus Committee on Undergraduate Education.

Served on the Campus Planning Commission, the Honors Council, the NEH Review Committee, the Committee on University Scholarly Publications, and the Council on Research and Creative Work.

Hunter R. Rawlings III

Research and Scholarship

Publications:

The Structure of Thucydides' History (Princeton University Press, 1981)

A Semantic Study of Prophasis to 400 B.C., Hermes Einzelschriften, Volume 33 (Wiesbaden, 1975)

"Antiochus the Great and Rhodes, 197-191 B.C.," The American Journal of Ancient History 1 (1976) 2-28

"Thucydides on the Purpose of the Delian League," Phoenix 31 (1977) 1-8

"'Giving Desertion as a Pretext': Thuc. 7.13.2.," Classical Philology 73 (1978) 134-136

"Panolethria and Divine Punishment: Thuc. 7.87.6 and Hdt. 2.120.5," La Parola del Passato 182 (1978) 331-337 (with N. M. Kopff)

"The Arche of Thucydides' War," Arktouros, Hellenic Studies presented to B.M.W. Knox, (1979) 272-279

Invited review essay on Greek historiography, History and Theory 23 (1984) 251-260

Editorial Work:

Editor, The Classical Journal, 1977-1983

Book Review Editor, The Classical Journal, 1973-1977

Referee for a number of scholarly journals

Grants:

Junior Fellow, The Center for Hellenic Studies, Washington, D.C., 1975-76

NEH Summer Fellowship for Research, 1971

Research grants from the Committee on University Scholarly Publications and the Council on Research and Creative Work, UCB

Lectures:

Oxford University, Princeton University, University of California, Berkeley, University of North Carolina, Chapel Hill, American Philological Association, Association of Ancient Historians.

Teaching

Positions:

Assistant Professor of Classics, University of Colorado, 1970-75

Associate Professor of Classics, University of Colorado, 1975-80

Professor of Classics, University of Colorado, 1980-

Awards:

Faculty Mentor, Rhodes Scholar, 1981

University of Colorado Teaching Excellence Award, 1979

Faculty Mentor for winner of President's Award, 1972

Professional Associations

American Philological Association

Archaeological Institute of America

Classical Association of the Middle West and South — Served on the Executive Board from 1977 to 1983, and received an ovatio at the Association's Annual Meeting in April, 1984.

Extramural Service

Member, National Committee for the Selection of Mellon Fellows in the Humanities, 1982-

Member, National Army Advisory Panel on ROTC Affairs, 1984-

Executive Board, The Denver Committee on Foreign Relations, 1978-

Member, Board of Directors, Colorado Music Festival

Visiting Lecturer for the National Trust for Historic Preservation in Greece, 1982

Member, Committee for the Review of the Classics Department, University of Virginia, 1982

Dean of Faculty for the Greek Classics Academy, Young Presidents' Organization, in Greece, 1984

APPENDIX C

COORDINATORS

LETTERS - COORDINATORS

BOR Program Review Coordinator

Dr. Linda Lopez McAlister
Special Assistant to the Vice Chancellor
for Academic Programs
209 Collins Building
107 W. Gaines Street
Tallahassee, Florida 32301
SC 278-7702 or (904) 488-7702

University of Florida

Dr. Gregory Ulmer
Professor of English
SC 622-0777 or (904) 392-0777

Florida State University

Dr. Walter E. Forehand
Chairperson and Professor of Classics
SC 284-4259 or (904) 644-4259

Florida A & M University

Dr. Dana Preu
Professor, Dept. of Languages and Literature
SC 286-3464 or (904) 599-3464 or 3465

University of South Florida

Dr. Stephen Rubin
Professor of English
SC 574-2421 or (813) 974-2421

Florida Atlantic University

Dr. Howard Pearce, Chairman
Department of English
SC 463-3860 or (305) 393-3860

Letters - Coordinators (Continued)

University of Central Florida

Dr. Stanley Omans
Professor of English
SC 345-2212 or (305) 275-2212

University of West Florida

Dr. Stanton Millet, Chair
Department of English
SC 251-2924 or (904) 474-2924

Florida International University

Dr. Lynn Berk, Chairperson
Department of English
SC 441-2874 or (305) 554-2874

University of North Florida

Dr. Richard Bizot
Chairman, Department of Language and Literature
SC 661-2649 or (904) 646-2649

APPENDIX D

SITE VISIT SCHEDULES

Letters Program Review
Orientation for Outside Consultants

State University System fo Florida
Chancellor's Conference Room
Second Floor
The Collins Building
107 W. Gaines Street
Tallahassee, FL 32301

Wednesday, January 8, 1986, 8:30 a.m.

8:30 - 10:00 am	Introductions The State University System of Florida °Academic Program Review °Current Review Model °Expectations of the Campuses °Expectations of the Board of Regents °Timetable	Dr. Roy McTarnaghan, Vice Chancellor for Academic Programs and Dr. Angela Lupo-Anderson, Director of Program Review
10:15 - 11:00	°Overview of Budgetary and Fiscal Structure of the SUS	Dr. George Perkins, Associate Vice Chancellor for Budgets
11:15 - 12:00	°Overview of Faculty Personnel, Salary, and Collective Bargaining Structure in SUS	Mr. James Parry Director, Office of Human Resources
12:00 - 1:30	Lunch	State Capital Bldg. Cafeteria
1:30 - 3:30	°Discussion of Issues Pertinent to Letters Programs in SUS	Dr. Fred Standley, Faculty Program Consultant; Dr. Robert Kellogg, Lead Consultant; Dr. Hunter Rawlings, Classics Consultant
3:45 - 4:30	Logistical Matters	Dr. Linda Lopez McAlister Program Review Coordinator

BOR PROGRAM REVIEW FOR LETTERS

Florida A&M University Site Visit Schedule

January 9, 1986

Dr. Robert Kellog, BOR Out-of-state Consultant
Dr. James Hill, FAMU Out-of-state Consultant
Dr. Fred Standley, BOR Faculty Consultant
Dr. Dana Preu, FAMU Coordinator

8:30 A.M. - 9:00 A.M.

President's Office
Dr. Frederick Humphries, President
Dr. Richard Hogg, Vice President for Academic Affairs

- Relationship of programs to goals and missions of university
- Availability of resources to discipline
- State and national issues affecting discipline
- Program management

9:00 a.m. - 9:45 A.M.

Dean's Office
Dr. Aubrey Perry, Dean
College of Arts and Sciences
Dr. Louis H. Pratt, Chairman
Dept. of Languages and Literature

- Goals and objectives of discipline and programs within the college(s) and departments.
- Program management
- Faculty characteristics
- State and national issues affecting discipline
- Aspirations for programs

9:45 A.M. - 10:00 - Break -- Coffee in 113 Tucker Hall

10:00 A.M. - 10:30 A.M. Dean's Office Dr. Aubrey Perry, Dean College of Arts and Sciences Dr. Eva Wanton, Dean School of General Studies Dr. Louis Pratt, Chairman Department of Languages and Literature	- Coordination of programs in the two administrative units
10:30 A.M. - 11:30 A.M. 113 Tucker Hall Dr. Louis Pratt, faculty of the Dept. of Languages and Literature, and English faculty in School of General Studies	- Curriculum evaluation - Faculty characteristics - Program relationships within institution - Program relationships to individual and societal needs - Adequacy of resources
11:30 a.M. - 12:15 P.M. 113 Tucker Hall List of alumni and representatives from other areas of the University will be provided.	- Extrinsic value of programs - Occupational trends - Supply and demand for graduates
12:15 P.M. - 1:15 P.M.	- Working lunch for consultants only - Faculty dining room
1:15 P.M. - 2:00 P.M. All English faculty Students from different classes	- Student characteristics - Demand for program and availability to students - Admissions, retention, completion - Articulation of program with community colleges and public schools - Follow-up on program graduates - Indicators of excellence

(cont.)

	- Review student work - Interviews with students
2:00 P.M. - 2:45 P.M. 113 Tucker Hall Dr. Gladys Lang, Coordinator Reading Area Dr. Adeline Evans, Coordinator Speech Area Professor Edna Boykin, Director Writing Lab Dr. John Davis, Director Testing Lab Dr. James Jennings, Director Coleman Library/Learning Resource Center Dr. Gertrude Simmons, CLAST Coordinator Dr. Johnie Blake, School of General Studies	- Review specialized facilitie supporting program - Tour of library, laboratorie specialized teaching classroom, research facilities, etc.
2:45 P.M. - 3:30 P.M. 113 Tucker Hall Consultants only	- Discussion of programs - Concerns development - Report outlining
3:30 P.M. - 4:00 P.M. Dean's Office Dr. Aubrey Perry, Dean College of Arts and Sciences Dr. Louis Pratt, Chairman Dept. of Languages and Literature	- Clarification, additional information, etc. - Summary of findings
4:00 P.M. - 5:00 P.M. President's Office Dr. Frederick Humphries, President Dr. Richard Hogg, Vice President for Academic Affairs	- Summary of findings and preliminary recommendations for university

SITE VISIT SCHEDULE: CLASSICS PROGRAM REVIEW, UNIVERSITY OF FLORIDA

THURSDAY, JANUARY 9, 1986

8:00-9:00	Meet with Professor Gareth Schmeling, Chairman of Classics (3-C Arts and Sciences Building)
9:00-10:00	Meet with entire Classics faculty (23 ASB)
10:00-10:20	Coffee break—Ratskeller
10:30-11:30	Meet with selected undergraduates in Classics courses, undergraduate majors, and graduate students (23 ASB)
11:30-12:00	Tour Library (consultants, Schmeling, Sussman)
12:00-1:30	Lunch (consultants only; suggested at Holiday Inn University Center); discussion of programs
1:30-2:30	Meet with individual faculty as desired (Classics faculty offices) or consultants may continue lunch discussion.
2:30-3:30	Meet with Dean of the College of Liberal Arts and Sciences, Charles Sidman (2014 Turlington Hall)
3:45-4:30	Meet with Dr. Gene Hemp, Associate Vice President for Academic Affairs (233 Tigert Hall)
4:30-5:30	Consultants meet separately to discuss program, develop consensus, and outline their report (202 Tigert Hall)

UNIVERSITY OF WEST FLORIDA

PROGRAM REVIEW IN LETTERS

SITE VISIT SCHEDULE

January 10, 1986

8:00 a.m.	Dr. Millet meets consultants--Professors O.B.Hardison, Robert Kellogg, and Fred Standley--at main desk of Holiday Inn, University Mall. Those going to airport from campus should check out.	
8:30-9:00	Priority of discipline within the university and availability of resources to discipline	Vice President Arthur M. Doerr, Bldg. 10
9:10-9:45	Goals and objectives of the discipline and programs within the college and departments.	Dean Mary F. Rogers, Arts and Sciences, Bldg. 50
9:45-10:00	Break	
10:00-11:00	Characteristics of program, adequacy of resources, relationships to university and state needs, aspirations for programs, issues affecting the discipline	English Department faculty and Chairman, Pat Dodson Conference Room, Bldg. 76
11:00-12:00	Characteristics of students, curricula, instruction, retention and service composition programs, etc.; follow up on program graduates; community college and public school interaction and cooperation	English faculty, undergraduate and graduate students, alumni (some who are also Adjunct faculty). Dodson Room.
12:00-1:00	Lunch and discussion of program: after going through the Commons cafeteria line, consultants will take their trays to the second floor private dining room	Consultants only "Nautilus Chamber" in the Commons
1:00-1:30	Visit to The Writing Laboratory	Ms. Mamie L. Hixon, Bldg. 52, Rm. 148
1:30-2:00	Library	Director James A. Servies; Assistant Director William M. Lee, Library Office
2:00-3:00	Break and discussion of programs	Consultants only--second floor conference room, Bldg. 53
3:00-4:00	Summary of findings and preliminary recommendations to the university	President Robinson, Vice President Doerr, Dean Rogers, Chairman Millet--meeting in President's office, Building 10
3:20	Professor Hardison leaves campus for the airport and a 4:15 p.m. flight	

UNIVERSITY OF SOUTH FLORIDA

SITE VISIT SCHEDULE: CLASSICS

Friday, January 10th

8:30-9:00	President and/or Provost, Vice Provost	President's Conference Room
9:15-10:00	Academic Dean and Associate Dean	Dean's Conference Room
10:00-10:15	Break	
10:15-11:45	Department Chair and Key Faculty	Dean's Conference Room
12:00-1:00	Lunch	Faculty/Staff Dining Room
1:00-2:00	Chair, Faculty, Adjuncts	Dean's Conference Room
2:00-3:00	Selected Graduate/Undergraduate Students	Dean's Conference Room
3:00-3:45	Break and Informal Discussion (Chair and Faculty)	Dean's Lounge
4:00-4:45	Provost and/or Vice Provost, Assitant Vice President, Academic Affairs, Dean, College of Arts and Letters	Academic Affairs Conference Room

SITE VISIT SCHEDULE, BOARD OF REGENTS PROGRAM REVIEW IN LETTERS, JANUARY 14, 1986
UNIVERSITY OF NORTH FLORIDA

WHEN	WHERE	WHO	WHAT
8:30-9:00	President's Office, 1/2515	Curtis L. McCray, President Gary R. Fane, Interim Vice President for Academic Affairs	Priority of discipline within university and availability of resources to program
9:00-9:45	Dean's Office, 8/2061	Edward A. Healy, Dean, College of Arts and Sciences Richard Bizot, Chairman, Department of Language and Literature	Goals and objectives of the discipline and programs within the college and department.
9:45-10:00			Break and lightning tour of Building 8, second floor.
10:00-11:00	11/2127	Susan Albertine, Richard Bizot, Stephen Brown, Pamela Hanks, Gary Harmon, Cherrill Heaton, Marnie Jones, Nancy Levine, Satya Pachori, William Slaughter, Brian Striar, Mary Kay Temple, Allen Tilley	Characteristics of programs, adequacy of resources, relationships to university mission and to state needs, aspirations for program.
11:00-11:15			Break.
11:15-12:00	11/2127	Gail Geary, Director of Language Arts and Reading, Duval County School Board Mary L. Grimes, Associate Professor of Education Elinor A. Scheirer, Associate Professor of Education + alumni (tba)	Extrinsic value of programs.
12:00-1:00	11/2127	[consultants only]	Lunch and discussion of programs.
1:00-2:00	President's Conference Room, 1/2515	Susan Albertine, Richard Bizot, Stephen Brown, Pamela Hanks, Gary Harmon, Cherrill Heaton, Marnie Jones, Nancy Levine, Satya Pachori, William Slaughter, Brian Striar, Mary Kay Temple, Allen Tilley	Characteristics of students, faculty specializations, curriculum, instruction, research, service, admissions, retention, follow up on program graduates, community college and public school interaction and cooperation, community resources.
2:00-2:15			Break.
2:15-3:00	President's Conference Room, 1/2515	Students (tba)	Interview students.
3:00-4:00	President's Conference Room, 1/2515	[consultants only]	Break and discussion of programs.
4:00-5:00	President's Office, 1/2515	Curtis L. McCray, Gary R. Fane, Edward A. Healy, Richard Bizot	Summary of findings and preliminary recommendations to the university.

UNIVERSITY OF FLORIDA

SITE VISIT SCHEDULE
January 15, 1986
Program Review in Letters--English
Dean's Conference Room

8:30-9:00	Priority of discipline within university and availability of resources to program in discipline	Robert Bryan, Provost and Academic Vice President.
9:00-9:45	Goals and objectives of the discipline and programs within the college and departments	Charles Sidman, Dean. Michael Gannon, Assistant Dean. Melvyn New, Chairman.
9:45-10:00	Break	
10:00-11:00	Characteristics of Program, adequacy of resources, admissions, retention follow up on graduates, community college and public school interaction community resources, aspirations for program.	Chair and key faculty concerned with governance and administration (New, McCrea, McCarthy, Childers, Scott, Losano, Thompson).
11:00-11:15	Break	
11:15-12:00	Status of the major, relationship of the program to student demand and needs of the state and nation. Curriculum, resources, faculty.	Representative selection of students, undergraduate and graduate.
12:00-1:00	Lunch and discussion of program	Consultants only
1:00-1:45	Extrinsic value of program	Alumni, others
1:45-2:00	Break	
2:00-3:00	Faculty specializations, curriculum instruction, research, service, admissions, relationships to university mission and to state needs, aspirations for program	Key faculty concerned with research and curriculum development (Ulmer, Holland, Justice, Jones, Brantley, Duckworth, Homan, Langland, Ray).
3:00-4:00	Break and Discussion of program	
4:00-5:00	Summary of findings and preliminary recommendations to the university	Robert Bryan, Charles Sidman, Michael Gannon, Melvyn New

UNIVERSITY OF SOUTH FLORIDA

SITE VISIT SCHEDULE: ENGLISH

Thursday, January 16th

8:30 - 9:00	President, Provost, Vice Provost	President's Conference Room (ADM 241)
9:15 - 10:00	Departmental Chair, Associate Chair, Director of Graduate Studies	Dean's Conference Room (CPR 105-D)
10:00 - 10:15	Break	
10:15 - 11:00	Dean, Associate Dean, College of Arts and Letters	Dean's Conference Room
11:00 - 12:00	Departmental Chair, Executive Committee	Dean's Conference Room
12:00 - 1:00	Lunch	Faculty/Staff Dining Room
1:15 - 2:15	Departmental Faculty	CPR 343
2:15 - 3:15	Graduate and Undergraduate Students	CPR 125
3:15 - 4:00	Break and Informal Discussion	Dean's Lounge (CPR 105-E)
4:15 - 5:00	Provost, Vice Provost, Assistant Vice President, Academic Dean	Provost's Office (ADM 226)

DEPARTMENT OF ENGLISH
THE UNIVERSITY OF FLORIDA

GAINESVILLE, FL 32611
(904) 392-0777, 392-0794

SITE VISIT
Review In Letters
supplement

11:15-12:00 Students: Terry Brown (Ph.D candidate) from Virginia Polytechnic Instit.
Rick Chess (Ph.D ") Glassboro State
Albertina Cole (M.A. ") Tuskegee Institute
Roger Drury (Ph.D. ") Univ. of Kentucky
Susan Pearson (M.A. ") Brown Univ.

1:00-1:45 Alumni, others: Linda Boyle, B.A. (joint, with Library Science), librarian, Gainesville Public Library.
Wayne Castello, B.A., Attorney
Pat Dovell, M.A. presently an A&P appointment in Office of Instructional Resources working with uniform testing.
Nancy Mendenhall, B.A., M.D., Radiology, Health Center
Tom Ryder, owner of Goerings Book Store and civic activist.
Ron Schram, B.A., Attorney

EMPLOYMENT OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

SITE VISIT SCHEDULE
January 21, 1986

Consultants: Linda McAlister, BOR
Robert Kellogg, UVa
Fred Standley, FSU
Carol Marsh, GA State

8:30-9:00	Priority of discipline within University and availability of resources to program in discipline	Vice President Kenneth Michels Dean Jack Suberman	ADM321
9:00-9:45	Goals and objectives within the College	Dean Suberman Howard Pearce, Chair	HU38
9:45-10:00	Break		
10:00-10:45	Extrinsic value of program	Richard Hersh, IBM Carol Wershoven, PBJC Kathy Bell, Arvida Johnnie Stover, FAU William Turbeville, Attorney	HU154
10:45-11:00	Break		
11:00-12:00	Characteristics of program, adequacy of resources, relationships to university mission and to state needs, aspirations for program	Robert Collins William Coyle Mary Faraci Carol McGuirk Norman Nathan Ann Peyton Julian Rice Allen Greer, Asst. Dean	HU154
12:00-1:00	Lunch	Consultants only	
1:00-2:00	Characteristics of students, faculty specializations, curriculum instruction, research, service admissions, retention, follow up on program graduates, community college and public school interaction and cooperation, community resources	Faculty as listed above Glorida Kline, Adjunct	HU154
2:00-2:15	Break		
2:15-3:00	Review student work, interview students, review specialized facilities supporting program	Selma Medow Tova Israeli Mary Driver Ronald Mobley Donna Southwood-Smith Barklie Eliot	HU154
3:00-3:45	Break and discussion of program	Consultants only	HU38
3:45-4:45	Summary of findings and preliminary recommendations to the university	President Helen Popovich Vice President Michels Dean Suberman **Howard Pearce**	ADM340

UNIVERSITY OF CENTRAL FLORIDA

ENGLISH PROGRAM REVIEW
REVISED SCHEDULE
January 17, 1986

English faculty	2:00 - 2:45
Students	2:45 - 3:30
Review Team work time	3:30 - 4:30
Exit interview - Board Room	4:30 - 5:00

UNIVERSITY OF CENTRAL FLORIDA

KELLOGG

7:30 - 9:00	Breakfast
9:00	Colbourn, President of UCF
10:00	Micarelli, Assoc. VP for Academic Affairs, Dean of Undergraduate Studies
11:00	Rollins, Dean of Arts & Sciences
11:30	Lunch
12:30	Seminar
2:00 - 3:30	Talk with faculty
3:30 - 4:30	Undergraduate students
4:30 - 5:00	Graduate Students
7:00	Dinner

LETTERS REVIEW
SITE VISIT SCHEDULE
MONDAY, JANUARY 20, 1986

9:00- 9:30 am PC 528	Priority of discipline within university and availability of resources to program in discipline	Paul Gallagher, Acting Vice President, James Mau, Dean of Arts and Sciences
9:30-10:15 am PC 528	Goals and objectives of the discipline and programs within the college and departments	Lynn Berk, Chair Department of English
10:15-10:30 am	Break	
10:30-11:30 am DM 358	Characteristics of programs, adequacy of resources, relationships to university mission and to state needs, aspirations for program	Lynn Berk, Charles Elkins, Harry Antrim, and other key faculty.
11:30-12:30 pm	Lunch and discussion of programs	Consultants only
12:30- 1:30 pm PC 521	Characteristics of students, faculty specializations, curriculum, instruction, research, service, admissions, retention, follow up on program graduates, community college and public school interaction and cooperation, community resources	Carmela McIntire, Donald Watson, Richard Dwyer, Gisela Casines, and other key faculty
1:30- 2:00 pm PC 521	Library	Antonie Downs, Associate Director of Library
2:00- 2:15 pm	Break	
2:15- 3:00 pm PC 521	Review student work, interview students, review specialized facilities supporting program	A selection of alumni and students
3:00- 3:15 pm PC 528	Meeting	Les Standiford
3:15- 4:00 pm PC 528	Break and discussion of programs	Consultants only
4:00- 5:00 pm PC 528	Summary of findings and preliminary recommendations to the university	President Wolfe, Acting Academic Vice President Gallagher Dean Mau, Lynn Berk

APPENDIX E

PROGRAMS IN LETTERS IN THE
STATE UNIVERSITY SYSTEM OF FLORIDA

Approved Degree Programs in English and Cooperative Literature
in the State University System of Florida
1985 - 1986*

University of West Florida

B.A. in English
B.A. in English Education
M.A. in English
M.A.T. in English

Florida A & M University

B.A. in English
B.A. in English Education

Note: Page 20 of FAMU catalog shows Master's Degree in English Education, but there is no further mention of it in the catalog and no such program has been approved by BOR.

Florida State University

B.A. in English - Concentrations: literature, writing and English Studies
B.A. in Comparative Literature
M.A. in English - Two emphases available: literature and writing
Ph.D. in English

University of North Florida

B.A. in English - Tracks: literature, literature - drama and literature - communications
M.A. in English

Note: The M.A. in English is new and does not appear in the UNF 1985-86 Catalog.

University of Florida

B.A. in English	
M.A. in English	Specializations in literature, creative writing, and linguistics
M.A.T. in English	
Ph.D. in English	Specializations in literature and linguistics

University of South Florida

B.A. in English	Options: English and American literature, creative writing
M.A. in English	
M.A. in English for Junior College Teaching	
Ph.D. in English	

University of Central Florida

B.A. in English	Concentrations: literature, creative writing, technical writing, and linguistics
M.A. in English	

Florida International University

B.A. in English	A student may choose a general program or an emphasis in literature, language and linguistics, or creative writing.

Florida Atlantic University

B.A. in English
B.A. with Secondary Teaching Certification in English
M.A. in English

* Source BOR Academic Degree Programs Inventory and individual university catalogs.

Approved Programs in Classics in the
State University System of Florida

University of Florida - (Gainesville)

B.A. in Classics
M.A. in Latin

Certificate in Classical Studies

Florida State University - (Tallahassee)

B.A. in Latin
B.A. in Greek
B.A. in Classics
B.A. in Classics and Religion (joint major with Department of Religion)

Minors are available in Latin, Greek, and Classical Civilization.

M.A. in Latin
M.A. in Greek
M.A. in Classics

University of South Florida - (Tampa)

B.A. in Classics
B.A. in Latin
B.A. in Latin-Greek
B.A. in Interdisciplinary Classics

NOTE: Neither the UF/USF Joint M.A. Program in Classics nor the FSU/UF/USF doctoral program alluded to in the self-studies has been presented to the Board of Regents for approval.

APPENDIX F

INFORMATION FORMAT EMPLOYED IN SELF-STUDIES FOR THE PROGRAM REVIEW IN LETTERS

STANDARD INFORMATION ON PROGRAMS IN LETTERS

I. GENERAL

II. DESCRIPTION OF PROGRAM

III. BUDGETARY INFORMATION

IV. FACULTY

V. STUDENTS AND DEGREE RECIPIENTS

VI. OTHER PROGRAM REVIEW

VII. OTHER INDICATORS OF QUALITY

VIII. SAMPLES OF PROGRAM ANNOUNCEMENTS

II. Description of Program

A. State the objectives of the program, using the space below.

B. List all the concentrations, specializations, or options which are offered.

STANDARD INFORMATION ON PROGRAMS IN LETTERS

I. General

Name of Institution ____

Title of Program ____

Level of Degree ____

Designation of Degree or Degrees (B.S., B.A., etc.) ____________________

Administrative Unit ____

Ch. or Dir.
Name of Head/of Administrative Unit ______________________________

Name of Program Director ______________________________________

Year in Which This Program was Initiated __________________________

Year in Which First Degree Was Awarded ___________________________

Name and Title of Person Completing This Form _____________________

____

Date ______________________________

C. Describe the service functions of the program both for the institution and for other academic units, stating the strengths and limitations of such service.

D. Describe the nature and extent of formal involvement with other programs, including the strengths and limitations of the involvement (e.g., English Education/Teacher Certification; American Studies, Humanities, et al.).

E. State the principal strengths and limitations of the program, as well as goals and expectations for the future.

III. Budgetary Information

A. Departmental/Program Expenditures, Regular Funds. (From regular institutional funds only, i.e. state allocations.)

	Annual Expenditures			
Expenditures	1982-83	1983-84	1984-85	1985-86*
Salaries & Wages				
Administration (#Persons, #FTE)				
Faculty (#Persons, #FTE)				
Graduate Assistants (#Persons, #FTE)				
Career Service (#Persons, #FTE)				
Other (#Persons, #FTE)				
Expense (excluding travel)				
Travel				
OPS (other than specified above)				
OCO				
Other				
TOTALS	______	______	______	______

Explanatory Notes (if needed):

*For the current year, use only the budgeted amount.

III. B. Departmental Expenditures, Special Funds. (From grants, contracts, gifts, or any sources other than regular state allocations.)

Specify type of expenditure, amount, source, grantee/recipient, year.

III. C. Library Allocation (whether or not it comes directly to the department).

IV. Faculty

A. The faculty significantly* involved in the program for each of the past three years were:

Faculty

Name	Percentage of Time to This Program Only			
	1982-83	1983-84	1984-85	1985-86**
Total(FTE)	______	______	______	______

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*"Significantly" involved is a matter of judgement left to institutional discretion.
**Estimate for current year.

IV. B. Attach as Appendix the curricula vitae for all faculty listed above for 1985-86 (Publications listed may be for the last five years only and may include those published in refeered journals only if that is desired).

IV. C. Attach as Appendix the relevant documents pertaining to the promotion and tenure policies and practices affecting the faculty in the program.

IV. D. Attach as Appendix any formal documents, analyses, or data pertaining to student evaluations of faculty in program.

IV. E. Attach as Appendix information relating to faculty as recipients of national or international awards, honors, scholarships, fellowships.

V. Students and Degree Recipients

A. Admissions Reqirements

To the Institution (if an item is not applicable, write NONE)

Minimum SAT Score ________(V) __________(M) __________(V & M)

Minimum Score, Other. Name of Test ____________ Score(s)_____

____________________________________.

Minimum High School Class Rank (if applicable) ______________

Minimum High School GPA (if applicable) ______________

B. Differences in Admissions Requirements

If the admissions requirements to this program differ from the above, describe the differences.

C. Admissions Requirements for Transfer Students

150

V. D. Total Fall Enrollment in the Program For the Past Three Years

Year	Enrollment		
	FT	PT	Headcount (FT & PT)
1982			
1983			
1984			

E. Semester Credit Hours Produced

1982-83

	Fall	Spring	Summer
Lower Div.			
Upper Div.			
Total			

1983-84

	F	Sp	Su
L.D.			
U.D.			
Total			

1984-85

	F	Sp	Sum
L.D.			
U.D.			
Total			

V. F. Number of Majors in Program for Past Three Years

Year, Fall	Enrollment		
	FT	PT	Headcount (FT & PT)
1982			
1983			
1984			

G. SAT Scores At Entry For All Majors as of Fall, 1984

SAT Scores

No. in Score Range

	200-299	300-399	400-499	500-599	600-699	700-799	800
V							
M							
T							

(If other standardized tests are used, prepare and insert an table.)

H. Number of Degrees Awarded For Past Three Years

Year (July 1 through June 30)	No.
1983	
1984	
1985	

V. I. Information About Degree Recipients

Indicate below the number of all graduates from the program for the last three years (1982-84) whose first full-time activity was:

Teaching (K-12) ____________

Teaching (Postsecondary) ____________

Further study ____________

Position in business/industry ____________

Other employed ____________

Active military duty ____________

Unknown ____________

VI. Other Program Review

If this program has been reviewed formally within the past five years, including that for accreditation purposes, attach as Appendix . a description of the process, a copy of site visit reports if applicable, and a copy of the internal study if applicable. Describe the results and any actions taken by the institution as a result of this study.

VII. Other Indicators of Quality

Attach as Appendix any other relevant material which you believe the consultants who will review your program should have for study in advance. This should include any national recognition or other indications of program excellence.

VIII. Samples of Program Announcements

Attach as Appendix a sample of one copy each of flyers, program announcement sheets, or other information generally used.